

DOCUMENT RESUME

ED 125 835

52

RC 009 321

AUTHOR Townley, Charles T.
TITLE Identification of Information Needs of the American Indian Community That Can Be Met by Library Services. Final Report, June 1975.
INSTITUTION National Indian Education Association, Minneapolis, Minn.
SPONS AGENCY Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
BUREAU NO ER-1-0622H
PUB DATE Jun 75
GRANT OEG-0-71-4564
NOTE 332p.; For related documents, see ED 105 837, ED 105 855

EDRS PRICE MF-\$0.83 HC-\$18.07 Plus Postage.
DESCRIPTORS *American Indians; *Demonstration Projects; Facilities; Financial Support; *Information Needs; *Library Services; Media Selection; *Methods; Models; *Needs Assessment; Organization; Program Descriptions; Program Evaluation; Project Applications; Recruitment; Reservations (Indian); Site Selection; Technical Assistance

IDENTIFIERS Mohawks; *National Indian Education Association; Navajos; NIEA; Rough Rock Community School; Saint Regis Reservation; Sioux; Standing Rock Reservation

ABSTRACT

As the final report on the National Indian Education Association's (NIEA) Library Project, this document presents the following: (1) an introduction (describes the general condition of American Indian library service, the involvement of NIEA, and the project's objectives and time line); (2) the methodology of Phase I: identification of informational needs (identification of three research demonstration sites; an informational needs survey; a data summary; and development of the model designs); (3) the methodology of Phase II: implementation (the central office; Akwesasne; Standing Rock; Rough Rock; and evaluation of Phase II); (4) methodology of Phase III: operation (the central office; Akwesasne; Standing Rock; Rough Rock; and evaluation); (5) the methodology of Phase IV: continued operation and evaluation (the central office; Akwesasne; Standing Rock; Rough Rock; and evaluation); (6) results (selection of sites; assessment of informational needs; organization and administration; dissemination; recruitment and training; facilities and equipment; collection development and organization; special collections and materials; outreach and use strategies; local autonomy; funding; production centers; technical assistance to states; national programs; generalizations); (7) recommendations (specific and general). (JC)

ED125835

rec 30-07-76

FINAL REPORT

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U. S. DEPARTMENT OF HEALTH,
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IDENTIFICATION OF INFORMATION NEEDS OF THE AMERICAN
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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
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AC 009321

Author's Abstract

The Library Project of the National Indian Education Association was initiated in response to Indian concerns that little or no library funding was available to meet the information needs of Indian people. The proposal submitted and approved had two primary objectives: (1) identification of the information needs of Indian people; and (2) establishment of demonstration library and information services in three American Indian communities. The Library Project was planned in four phases, each one year in duration: (Phase I) identification of informational needs through intensive research in selected American Indian communities and the development of proposed delivery systems intended to meet those needs; (Phase II) implementation of proposed demonstration programs; (Phase III) operation of the demonstration sites; and (Phase IV) evaluation and continued operation of the demonstration sites.

Results of the project are in two basic components: the identification of information needs and the implementation designs are reported as "Designs for Indian Library Service" (ERIC, ED 066 191 to 195). The other result of the project is the experience gained in the implementation and operation of the demonstration sites. This experience is documented in this report and in other publications and output of the Library Project.

In summary, it may be stated that: (1) American Indians have informational needs; (2) these needs can be met successfully through innovative programs of library and information service; (3) some Indian people are willing to support library and information service within the restricted limits of existing budgets which do not recognize Indian information needs; and (4) a reliable and continuing source of support and funding is necessary if viable library and information services are to become a reality in American Indian communities.

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education and no official endorsement by the U. S. Office of Education should be inferred.

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Preface

The Library Project of the National Indian Education Association is the result of collaboration among a very large group of people. All of these people deserve to be properly recognized for their many and varied contributions. The people and staffs of Akwesasne, Standing Rock, and Rough Rock deserve the primary credit for their contributions in showing the way and patience in allowing project staff to try out new, and sometimes unsuccessful ideas. The N.I.E.A. Executive Board under the leadership of Presidents Dr. Will Antell, Dillon Platero, Rick LaPointe and Dr. Kenneth G. Ross, gave valuable input in the areas of policy direction and setting objectives. N.I.E.A. Executive Directors Herschel "Ace" Sahmaunt and Dr. Noah Allen were always attentive and assisted project operations in many ways. Former Project Directors Joseph "Bud" Sahmaunt and Lee Antell established and maintained the high standards which have promoted project excellence. Consultants of all types have assisted with original input. These people and many more are responsible for project success.

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- Appendix 3 Operational Plan, Akwesasne Library-Culture Center, Phase IV.
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- Appendix 12 NIEA Library Project input to the National Commission on Libraries and Information Science.
- Appendix 13 Report and Recommendations to the National Commission on Libraries and Information Science Relating to the Improvement of Opportunities for American Indians.
- Appendix 14 List of Proposals Prepared by and Funded to NIEA Library Project.

Chapter I - Introduction

1.1 General Condition of American Indian Library Service

American Indian people living throughout the United States have an urgent need for the highest quality library and information service obtainable. At present, only the barest minimum of service is accessible in a very few places; yet library and information services, as an integral part of education, have a right to be recognized as a treaty right of the American Indian, and as such deserve to be at last honored as a high priority as America approaches its 200th birthday.

Quietly determined to retain their own well-defined culture in the midst of an often crushing majority culture, American Indian people have resisted and bypassed the "melting-pot" traumas from which other ethnic groups and races have been struggling to emerge for the past decade. American Indian people have always known that theirs was a culture worth preserving; but they have known too, especially if they chose to live off their reservations, that they must be able to cope with and even, when they chose, to ally themselves with the majority culture while at the same time cherishing their own values. The diverse cultures of band, tribe, and region have survived against almost impossible odds.

Of all the socially and economically deprived people of this country, American Indian people would appreciate the opportunity to multiply their options and broaden their horizons if they had real access to acceptable and useable library and information services. Since it is generally understood that there is a high correlation between library exposure and experience and demand, it is not surprising that until now there has been so little active demand for services by Indian people. They have had little chance to test and develop a taste for satisfying their intellectual curiosity and love of beauty with a wide range of library materials. This opportunity is simply one more benefit that has been denied them, and this denial, like so many others, has been borne in silence and with dignity.

There are basically three types of Indian populations: reservation, rural, and urban. In all these settings, effective or even minimal services through any type of library - public/community, or school or college, is practically nonexistent. For all practical purposes, public

libraries do not exist on reservations. Those few that do exist are intended primarily to support either a non-Indian oriented school curriculum or to serve Whites living on the reservation. Because there is no property tax on the reservation, no local tax base exists. In non-reservation communities, most public libraries are supported primarily (about 80% of support) by millage based on the local property tax. Thus, no local funds are available to match state and federal funds, a requirement for public library development programs.

Most states are unwilling to use state generated funds on tax-free populations. Most federal funds are also channeled through state agencies, which in some cases are prohibited by law from allocating such funds to non-state chartered governmental agencies, like reservations. It is, therefore, almost impossible to raise or channel state or federal money to Indian library and information centers. Libraries near reservations rarely make more than token efforts to meet Indian needs. In any case, cooperative programs not controlled by Indians and coming into the reservations from outside are not often acceptable or useful to Indian people on the reservation, not having been planned by, for or with them, nor geared to their particular needs and lifestyles.

School libraries used by Indian young people from reservations or elsewhere are terribly inadequate. Neither the Bureau of Indian Affairs schools, nor schools provided with funds for the benefit of American Indian children, Johnson O'Malley and Title IV Indian Education Act funds, insist on the existence of quality school library media center and program.

According to a report made to the Secretary of Interior by Erik Bromberg, for many years associated with the B.I.A., in 1972, "no budget for media exists in a vast majority of B.I.A. school libraries... uncertainty reigns in the expenditures of those funds allocated...". Bromberg describes funds as dumped suddenly on unprepared school librarians, many of whom are not properly qualified, once a year to be used in a tearing hurry, usually toward the end of the fiscal year. Along with this "leftovers" funding procedure, there is apparently no review or selection policy, and too often funds intended for books and other media are commandeered for other purposes. Most principals, writes Bromberg, have no concept of what a school library media program should be, or how it should be used as the basic component in a flexible, individualized instruction program.

Too often procurement and personnel officers have the final word on how much money is spent for library and media, for what particular kinds, and when, and what kind of person is hired to administer this essential program. (See Appendix 1).

Most emerging Indian colleges do not have the initial funds required to pay for a library which, just for basic building, collection, and staff at the junior college libraries can cost from half a million dollars up. Foundations and other private contributors have generally been the source of funds for the establishment of academic and research libraries and collections related to the interests of Indian people.

Off the reservation, library access is even worse. Rural Indians are all but invisible to library personnel in these areas. Although they pay taxes when living off the reservation, Indians are apt to get nothing for their money when they live scattered throughout outlying districts that often have little or no realistic library service for any one, through either school or public libraries. Even in the cities, where half the Indian population now lives, Indians do not generally live in ghettos where they can be readily identified, and few city libraries know or care that they are there. In addition, numbers of Indian people are not great over all or in city concentrations. Los Angeles, with the largest urban population of Indians in the country, has only 50,000 Indian residents. Indian people, in common with many other groups who are bilingual and have some difficulty reading print, suffer from the fact that according to the findings of the recent survey of a sample of public libraries of all sizes, 95% of all the materials held were in print.

1.2 Involvement of the National Indian Education Association

In 1971, the National Indian Education Association became concerned that federal expenditures for library programs appeared to have little direct impact on the unmet informational needs of American Indian people. To remedy this situation, the National Indian Education Association sought to establish a research and development program that would identify informational needs of American Indians and establish demonstration centers where special materials and unique delivery mechanisms could be evaluated. A proposal was submitted to the Bureau of Libraries and Educational Technology in the spring of 1971. This library project proposal was evaluated under Bureau of Libraries and Educational Technology criteria, revised, and finally approved for funding.

The ultimate goals and objectives of this project were expressed in the Statement of Purpose, contained in the original proposal, as follows:

"The purpose of this project is to plan, develop, and demonstrate library programs to meet informational needs in Indian communities. The project is planned in four phases: (1) identification of informational needs through intensive research in selected Indian school communities and development of proposed delivery systems intended to meet those needs; (2) implementation of demonstration programs; (3) operation of demonstration centers; and (4) evaluation of demonstration center effectiveness."

1.3 Project Objectives - Time Line

The 14 major objectives which were addressed by the NIEA Library Project during its four year duration are listed in Table 1. This table indicates that period of time in which the various objectives were active. Listed below is a description of the contents of each objective:

1. Selection of Sites - This objective deals with the process of selection of three Indian communities to become sites of the NIEA Library Project.

2. Assessment of Needs - This objective includes the assessment of informational needs research on the three demonstration sites, the inventory of available services and facilities, and the designs for demonstration centers using special materials and delivery mechanisms.

3. Organization and Administration - This objective includes all administrative factors for both the central office and the three demonstration sites.

4. Dissemination - This objective includes all dissemination efforts of the central office and the three demonstration sites, both to the individuals on the sites and the general library and Indian publics.

5. Recruitment and Training of Staff - This objective includes recruitment, training, and personnel administration of staff located in the central office and on the three demonstration sites.

6. Facilities and Equipment - This objective includes the development of facilities and equipment at the three demonstration sites.

7. Collection Development and Organization - This objective includes those aspects of project operations concerned with collection development and organization at the three demonstration sites.

8. Special Collections and Materials - This objective includes all activities concerned with the development of special collections and materials at the three demonstration sites.

9. Outreach and Use Strategies - This item includes all aspects of project operations concerned with the development of outreach and use strategies at the three demonstration sites.

10. Local Autonomy - This objective includes all aspects of project operations concerned with the development of local autonomy at the three demonstration sites.

11. Funding - This objective includes all aspects of project operations concerned with the development of funding for the project and for each demonstration site.

12. Production Centers - This objective includes all aspects of project operations concerned with the development of production centers at each demonstration site.

13. Technical Assistance to States - This objective includes all project operations concerned with the development of state plans.

14. National Program - This objective includes all aspects of project operations dealing with the development of a national program for American Indian library and information service.

TABLE 1
TIME LINE

NIEA LIBRARY PROJECT OBJECTIVES

OBJECTIVE	Phase I	Phase II	Phase III	Phase IV
1. SELECTION OF SITES				
2. ASSESSMENT OF NEEDS				
3. ORGANIZATION AND ADMINISTRATION				
4. DISSEMINATION				
5. RECRUITMENT AND TRAINING OF STAFF				
6. FACILITIES AND EQUIPMENT				
7. COLLECTION DEVELOPMENT AND ORGANIZATION				
8. SPECIAL COLLECTIONS AND MATERIALS				
9. OUTREACH AND USE STRATEGIES				
10. LOCAL AUTONOMY				
1. FUNDING				
2. PRODUCTION CENTERS				
3. TECHNICAL ASSISTANCE TO STATES				
4. NATIONAL PROGRAM				

Chapter II - Methodology

2.1. Phase I - Identification of Informational Needs

The first phase of the NIEA Library Project, conducted between July 1, 1971 and June 30, 1972, was concerned with developing research designs and gathering data about informational needs of Indian people. The three major operational objectives in this process were as follows:

(1) the identification of three research and demonstration sites. The following demonstration sites were selected by the NIEA Executive Committee which acted as the Library Project Policy Board: Rough Rock Community School, Rough Rock, Arizona; St. Regis Mohawk Reservation, Hogansburg, New York; and Standing Rock Sioux Reservation, Fort Yates, North Dakota.

(2) the identification of informational needs at the three demonstration sites which could be met by library-media services. Extensive Indian involvement was employed in developing the following questionnaires, interview schedules, and checklists for use in data collection on the three sites: (1) elementary student information needs questionnaire; (2) library information needs questionnaire; (3) elementary teacher library informational needs questionnaire; (4) secondary teacher library informational needs questionnaire; (5) adult information needs interview schedule; (6) library inventory checklist; (7) community inventory checklist.

(3) the development of plans for demonstration centers using special materials and delivery mechanisms. Special media and library consultants were retained to suggest ways in which new procedures in technology could be used to meet the needs which were identified. The proposed models were not made binding on the demonstration sites. These designs provided for further community involvement in setting goals and priorities.

2.11 Identification of Three Research and Demonstration Sites

The NIEA Executive Committee and Project Director, acting as the Library Project Policy Board, chose the demonstration sites using the following criteria:

(1) The service area should contain public or federal schools having 50% or more American Indian students in grades K-12; (2) target site educators and tribal government should express a willingness to participate in research and demonstration activities of this nature; (3) the community should have a history of commitment to education and community development planning; and (4) the school and community government should declare their intent to continue demonstration projects which prove successful. The three demonstration sites thus selected were: The Rough Rock Community School on the Navajo Reservation in Arizona, the Standing Rock Sioux Reservation in North and South Dakota, and the St. Regis Akwesasne Mohawk Reservation in New York. The wide geographical dispersion of the sites indicated the commitment of the Board to reach into several regions in the United States. Maps of each community are provided in Appendix 2.

2.12 Informational Needs Survey

The overall question addressed by the informational needs questionnaire was defined in the following questions which were designed to be answered from the Indian point of view:

(1) What are the informational needs of the elementary school pupils, secondary school students, out-of-school youth, and adults as indicated by their ratings on the importance of having library-type informational services available?

The following categories were those used in the survey:

(a) American Indian culture; (b) Family life; (c) American Indian in Urban Society; (d) Service Agencies; (e) Legal and Civil Rights; (f) Occupations and Vocations; (g) Consumer Information; (h) Academic Disciplines; (i) Health and Safety; (j) Recreation; and (k) Contemporary Events.

(2) How do teachers of elementary and secondary pupils sampled rate the importance of information in the above categories for their students?

(3) What library and related services are currently available to the Indian young people and adults on each demonstration site and how accessible are they?

(4) What economic, social, and geographic characteristics of the reservation area would have a bearing on the type of library-informational services and delivery mechanisms required to meet identified need?

(5) What type of library and demonstration design would meet the identified needs most effectively and efficiently on each demonstration site?

In a study of this type, it was neither possible nor necessary to obtain information from every resident in the community. Instead three sub-populations; elementary pupils, secondary students, and adults, were sampled. Questionnaires were also administered to elementary and secondary teachers as additional sources of information about the informational needs of students. The numbers of persons sampled on each reservation are presented in Table 2.

Table 2
Sample Composition
Informational Needs Assessment

Category of Respondent	Demonstration Site		
	Rough Rock	St. Regis (Akwesasne)	Standing Rock
Elementary pupils	97	21	55
Elementary teachers	12	13	27
Secondary students	29	42	180
Secondary teachers	7	9	20
Adults	31	100	100

The following procedures were employed in processing and analyzing the responses using electronic data processing services and equipment:

1. The elementary school pupils marked their responses to the items on "Elementary Student Information Needs Questionnaire" directly on the instrument. The pupil responses for each item were punched into cards then transferred to magnetic tape. A computer program was prepared which printed out the number and percent of each response to all items and for each category.

2. The responses of adults, secondary students, elementary teachers, and secondary teachers to their respective interview schedules or questionnaires were recorded on standard machine-scoreable answer sheets. These answer sheets were scored using optical scan equipment and the results recorded directly on magnetic tape. Computer programs similar to the one used for elementary data were written to print out the number and percent of each response for each item with subtotals by questionnaire category.

3. The print out distribution of responses were tabulated by category for each questionnaire and the adult interview schedule. Average weighted responses were calculated for each category by instrument to obtain a priority ranking by category for each subpopulation. Weighting was based on numerical equivalence of 1 to 3 for elementary pupils and on the equivalence of 1 to 5 for all other instruments, with the highest number reflecting the greatest degree of importance or highest positive response. Within each category, items were ranked in order by percent of high importance responses into classifications of low, medium, high and no response. The instruments used five-point response scales. Responses weighted "1" and "2" were combined into a "low" classification and responses weighted "4" and "5" were combined into a "high" classification.

Determining what people really need to know is a difficult problem. In spite of problems of validity inherent in expressed need studies, the NIEA Library Project assumed that the best way to identify the informational needs of Indian people was to ask them what they thought was important for them to know or to have available.

Ratings of high importance were interpreted as an indication of need. The validity of this assumption is based on the fact that the instrument items were constructed from need statements formulated by experienced Indian educators using a modified jury technique. The responses of the Indian community subpopulation samples verified these need statements and agreement of favorable responses was the basis of assigning priorities. The responses of elementary and secondary students were considered the primary indicators of needs among those populations. The responses of their teachers (largely non-Indian) were used as supporting and sometimes contrasting data.

The principal measure to insure content validity of the questionnaire and interview schedule instruments was their development by Indian research assistants who had extensive educational experience, both on and off reservations. Other measures to insure validity included pilot administration of the interview schedules.

Data collected on the library inventory checklist were tabulated and interpreted to present a picture of existing library facilities available in each reservation community. Data collected on the questionnaires and the adult interviews were tabulated to provide additional descriptive dimensions including library access and utilization. Data collected from the completion of the community inventory checklist were presented to provide a background picture of the reservation community setting in which the library demonstration model was to be implemented.

2.13 Summary of Data

Detailed summaries of the quantitative data collected on each site is to be found in the Designs for Library Services (ERIC ED 066 191 to 195). In the aggregate of the data one sees people of three diverse cultural backgrounds striving to improve their quality of life in an industrialized society amid a host of imposed restraints of reservation life. The data reflects problems and needs that go far beyond romantic and stereotypic images of American Indians. The needs data reflects a 20th century struggle with the problems of discrimination, unemployment, poverty, economic development, as well as personal and group identity.

The data clearly reflects a renewed interest in Indian history and culture. Pride in being Indian, interest particularly in local tribal history and culture, and interest in native languages, are growing stronger. These trends do not reflect the desire for an impossible return to the past, but a mustering of new strength for the future.

Beyond the strong interest in Indian history and culture, many other needs were identified as having high importance. Among these were information about opportunities for employment, vocational training, legal and civil rights, health, and information about service agencies established to help Indian people. The data presents a picture of contemporary reservation life which is hard and holds few opportunities. Indian people want information on how and where to find employment. They want to know about vocational training opportunities. They are very concerned about their legal and civil rights. There is a strong desire for information which will help solve the problems of health and social relations in their personal lives. People are free only to do those things which they know how to do. Library-informational services cannot solve the pressing problems of reservation life, but they can provide knowledge as one problem-solving tool and at the same time, serve as the repository for a cultural heritage that may otherwise be gradually lost. Summaries of the informational needs assessments at the three sites are found in Tables 3, 4, and 5. Summaries of equipment and facilities are found in Tables 6, 7, 8, 9, 10, and 11.

TABLE 3

AKWESASNE ASSESSED INFORMATION NEEDS

NEEDS /		ELEMENTARY STUDENTS/ELEMENTARY TEACHERS /			SECONDARY STUDENTS / SECONDARY TEACHERS /			ADULTS	
	Rank Order	Average Weighted Response	Rank Order	Average Weighted Response	Rank Order	Average Weighted Response	Rank Order	Average Weighted Response	Rank Wtd. Order Resp.
Health & Safety Occupational Info. Service Agencies	1	2.917	1	4.024	5	3.852	4	4.208	1 4.278
	NA	NA	6	3.324	1	3.993	2	4.718	2 4.104
	NA	NA	NA	NA	6	3.782	6	4.000	3 4.100
Family Life Consumer Info.	8	2.548	7	3.275	4	3.878	8	3.807	4 3.979
	3	2.857	9	3.097	7	3.669	5	4.206	5 3.958
Legal and Civil Rights American Indians in Urban Society General Education	NA	NA	3	3.448	2	3.896	7	3.824	6 3.949
	6	2.786	11	3.000	3	3.883	9	3.387	7 3.889
	5	2.794	NA	NA	10	3.556	NA	NA	8 3.842
American Indian Culture Recreation	2	3.868	10	3.083	8	3.584	11	3.121	9 3.831
	4	2.821	5	3.379	9	3.580	NA	NA	10 3.714
Contemporary Events Academic Discipline Professional Needs	7	2.752	8	3,263	11	3.473	3	4.375	11 3.673
	NA	NA	2	3.899	NA	NA	1	4.865	1 4.865
	NA	NA	4	3.384	NA	NA	12	3.000	12 3.000

TABLE 4

STANDING ROCK ASSESSED INFORMATION NEEDS

NEED / Order	ELEMENTARY STUDENTS/ELEMENTARY TEACHERS / SECONDARY STUDENTS / SECONDARY TEACHERS /				ADULTS			
	Average Weighted Response	Rank Order	Average Weighted Response	Rank Order	Average Weighted Response	Rank Order	Average Weighted Response	Rank Order
Legal and Civil Rights	NA	7	3.864	2	4.058	2	4.212	1
Occupational and Vocational	NA	5	3.925	3	3.965	1	4.489	2
Health and Safety	4	2	4.350	1	4.065	12	3.089	3
Service Agencies American Indian Culture	NA	6	3.879	7	3.793	4	4.100	4
General Education	2	3	4.151	11	3.682	7	4.002	5
	1	NA	NA	4	3.962	NA	NA	6
Indians in Urban Society	6	11	3.766	6	3.853	8	3.989	7
Consumer Contemporary Events	7	9	3.814	10	3.725	5	4.060	8
	5	10	3.772	8	3.739	11	3.803	9
Recreation Family Life	3	12	3.756	9	3.735	10	3.859	10
Academic Discipline	8	8	3.835	5	3.859	3	4.183	11
	NA	1	4.390	NA	NA	6	4.007	NA
Professional Needs	NA	4	4.012	NA	NA	9	3.949	NA

TABLE 5

ROUGH ROCK ASSESSED INFORMATION NEEDS

NEED /	PRIMARY STUDENTS / PRIMARY TEACHERS			SECONDARY STUDENTS / SECONDARY TEACHERS			ADULTS			
	Rank Order	Average Weighted Response	Rank Order	Average Weighted Response	Rank Order	Average Weighted Response	Rank Order	Average Weighted Response		
Legal and Civil Rights	NA	NA	8	3.242	1	4.19	1	4.51	1	4.977
American Indian Culture	6	2.494	2	4.542	2	4.15	3	4.35	2	4.267
Service Agencies	NA	NA	9	3.170	5	4.10	4	4.18	3	4.253
Occupational & Vocational	NA	NA	7	3.457	6	4.06	2	4.51	4	4.250
General Education	1	2.705	NA	NA	3	4.13	NA	NA	5	4.077
Family Life	8	2.308	4	4.142	8	4.04	10	3.85	6	4.005
Health & Safety	7	2.400	3	4.181	10	3.86	8	4.06	7	3.953
Contemporary Events	5	2.589	6	3.525	9	3.91	6	4.09	8	3.932
Consumer Information	2	2.636	10	3.000	7	4.06	9	4.05	9	3.887
American Indians										
In Urban Society	3	2.614	11	2.932	4	4.10	5	4.17	10	3.757
Recreational	4	2.607	5	4.085	11	3.86	11	3.85	11	3.611
Academic Discipline	NA	NA	1	4.631	NA	NA	7	4.06	NA	NA

Table 6

Akwesasne Library Inventory, 1972

The following list presents the major features of the library facility available on the Akwesasne Mohawk Reservation:

I. Physical Plant Facilities

- A. Date of Construction: 1970-72.
- B. Construction: Split level. Poured concrete foundation, wood frame building with interiors built of materials meeting existing building codes.
- C. Heating system: Forced air - oil furnace.
- D. Ventilation system: None, cross-ventilation from open windows.
- E. Lighting system: Electrical, fluorescent.
- F. Card file system: Cabinets - one 24" X 12".
- G. Total library space: 3,200 square feet.
- H. Small group rooms: Two - 120 square feet (temporary).
- I. Individual learning areas: None.
- J. Equipment and storage areas: None.
- K. Administration area: None.
- L. Media production area: None.
- M. Conference room: 192 square feet (temporary).
- N. Dark rooms: None.
- O. Book display area: 1,520 square feet.

II. Staffing

- A. Governing agency: St. Regis Mohawk Library Board of Directors and St. Regis Mohawk Tribal Council.
- B. Staff positions: Nine - 1 director, 4 librarians, 1 advisor, 1 secretary/bookkeeper (part-time), 2 special projects personnel.
- C. Level of training: Assistance and program at two school libraries, one public library, and six months on-the-job training.
- D. Ethnic background: All Mohawk employees.
- E. Staff average age: 40 years.
- F. Average weekly hours of work: 23 hours.

III. Service

- A. Access to library in days: 6 days a week.
- B. Access to library in hours per day: 8.6 hours (average).
- C. Population served per week: 150 students, 50 adults.
- D. Percentage of use by elementary (K-6): 45 percent.
- E. Percentage of use by secondary (7-12): 30 percent.
- F. Percentage of use by young adults (18-30): 10 percent.
- G. Percentage of use by middle-aged (31-50): 10 percent.
- H. Percentage of use by elderly (over 50): 5 percent.
- I. Circulation rate last year: (Library not in operation).
- J. Services provided to community: adult basic education, agency referrals, and health assistance.
- K. Services provided special groups: Akwesasne Cultural Club, Brownies, Girl Scouts, Upward Bound students, Neighborhood Youth (drop-outs included), Senior Citizens.
- L. Services rendered to elementary students: Selection of books only; however, story-telling and record listening are planned for the near future.
- M. Services rendered to junior and senior high students: Tutorial programs, cultural programs, meetings for Upward Bound students, reference materials.

IV. Printed Materials

- A. Total number of titles: 6,493
- B. Number of books on American Indians: 317
- C. Non-fiction books on American Indians: 270
- D. Fiction books on American Indians: 47
- E. Books by American Indian authors: 34
- F. Number of books on the Mohawk language: 350
- G. Number of encyclopedia sets: 13
- H. Number of dictionaries: 12
- I. Reader's Guide: 1
- J. Almanacs: 8
- K. Atlas: 11
- L. Maps: 0
- M. Globes: 0

- IV. Printed Materials (continued)
 - N. Art prints: 4
 - O. Pictures: 1 wood carving picture
 - P. Magazines subscribed to: 10
 - Q. Newspapers subscribed to: 5
 - R. Pamphlets: 92
 - S. Periodicals and journals: 18
- V. Non-print Materials
 - A. Filmstrips: 0
 - B. Films: 0
 - C. Tape recordings: 1 (American Indian)
 - D. Video tapes: 0
- VI. Equipment
 - A. Audio-visual equipment services have not been developed as of date.
 - B. Typewriters: 2

TABLE 7
AN INVENTORY OF THE LIBRARY PLANT FACILITIES
ON THE STANDING ROCK SIOUX RESERVATION, 1972

Location	Total Library Square Footage	Audio- Visual Storage	Display Area	Card Catalog	Conf. Rooms	Indian Study Areas	Provides Community Service	Weekly Circu- lation Rate	Total Budget Last Year
Fort Yates Elementary	325	No	Yes	Yes	Yes	Yes	No	NA	420
Fort Yates Secondary	1,080	Yes	Yes	Yes	No	No	No	150	7000
McIntosh	812	Yes	Yes	Yes	No	No	No	534	7003
McLaughlin High School	2,522	Yes	Yes	Yes	No	No	No	NA	22,334
McLaughlin Public Library	299	No	Yes	No	No	No	Yes Crafts	NA	200
Solen	553	Yes	Yes	Yes	No	No	No	NA	12,481
Wakpala	770	Yes	Yes	Yes	No	No	No	210	4,420
Sioux County Library and Bookmobile	640	No	No	Yes	Yes	Yes	Yes	NA	5,100

NA - Not Available

TABLE 8
AN INVENTORY OF THE LIBRARY PRINTED AND RELATED MATERIALS
ON THE STANDING ROCK SIOUX RESERVATION

Location	Total Books	Indian Books	Total Films	Indian Films	Total Film- strips	Indian Film- strips	Total Tapes	Indian Tapes	Maga- zines	News- papers	Pamphlets Clippings
Fort Yates Elementary	2,948	30	0	0	180	0	0	0	4	3	0
Fort Yates Secondary	5,369	345	28	0	500	40	62	48	40	10	3
McIntosh	3,900	100	0	0	120	0	0	0	51	3	0
McLaughlin High School	5,236	34	0	0	938	10	243	10	31	4	file
McLaughlin Public Library	750	NA	0	0	0	0	0	0	3	1	0
Solen	1,696	63	0	0	100	0	0	0	9	1	4
Wakpala	3,988	50	13	0	195	0	0	0	28	4	4
Sioux County Library and Bookmobile	1,313	85	0	0	0	0	0	0	0	0	0

NA - Not Available

TABLE 9
AN INVENTORY OF AUDIO-VISUAL EQUIPMENT IN THE LIBRARY
FACILITIES ON THE STANDING ROCK SIOUX RESERVATION

Location	16 MM. Pro- jectors	Film Strip Pro- jectors	10 x 10 Overhead Pro- jectors	Opaque Pro- jectors	Record Players	Audio Tape Recorders	Listen- ing Stations	Copying Machines	Dupli- cating Machines	Film Strip Viewers
Fort Yates Elementary	3	3	4	1	1 classroom	2	0	0	0	1 - also 1 each classroom
Fort Yates Secondary	AV Dept. 5	AV Dept. 4	AV Dept. 9	AV Dept. 1	AV Dept. 8	1	1 stations	1	0	1
McIntosh	2	10	13	2	9	4	0	3	2	0
McLaughlin High School	2	5	14	1	12	24	9	1	3	11
McLaughlin Public Library	0	0	0	0	0	0	0	0	0	0
Solen	2	2	0	0	3	1	0	0	0	0
Wakpala	1	4	4	1	5	4	1	0	1	2
Sioux County Library and Bookmobile	0	0	0	0	0	0	0	0	0	0

TABLE 10
AN INVENTORY OF STAFFING IN THE LIBRARY FACILITIES
ON THE STANDING ROCK RESERVATION

Location	Govern- ing Agency	No. of Staff Positions	Title of Staff Positions	Extent of Staff Training	Ethnic Back- ground of Staff	Weekly			Monthly Hours Staff Works	Daily Hours Staff Works	Additional Hours Staff Works	Source of Funds
						Average Hours Staff Works	Hours Staff Works	Hours Staff Works				
Fort Yates Elementary	Public School Dist. #	1	NYC Training	None	Indian	40	8	160	None			District BIA
Fort Yates Secondary	Public School Dist. #	1	Librarian Library Minor		Caucasian	40	8	160	None			District BIA
McIntosh	Dist. #1	1/2	Librarian	21 hours	Caucasian	20	4	80	None			Local State
McLaughlin High School	Dist. #21	1	Librarian	B. S.	Caucasian	40	8	160	None			Local State
McLaughlin Public Library	City Council	Part Time	Librarian	None	Caucasian	15	5	45	None			City Taxes
Solen	Dist. #3	1	English Teacher	None	Caucasian (Teacher's Aide)	5 35	8	160	1 Aide			Dist. #3
Wakpala	Smee #4	1/2	Librarian	11 hours	Caucasian	20	4	80	1 NYC Aide			Local State
Sioux Co. Library and Bookmobile	Sioux Co. Library Board	1	Bookmobile Driver	Some	Caucasian and Indian	8	4	32	Volunteers			Sioux County

TABLE 11
ROUGH ROCK
LIBRARY INVENTORY

I. Physical Plant Facilities

- A. Date of construction - 1966
- B. Construction - concrete block and brick
- C. Heating system - steam heat
- D. Ventilation system - none, open air
- E. Lighting system - electrical fluorescent tubular
- F. Card catalogues - three 24" x 12" files
- G. Total library space - 1,734 square feet
- H. Small group rooms - two, 120 and 180 square feet
- I. Individual learning areas - 156 square feet
- J. Equipment and storage areas - 144 square feet
- K. Administrative area - 180 square feet
- L. Media production area - 375 square feet
- M. Conference room - 54 square feet
- N. Dark rooms - 300 square feet
- O. Book display areas - 323 square feet

II. Staffing

- A. Governing agency - Dine' Incorporated
- B. Staff positions -
- C. Level of training - High school diplomas
- D. Ethnic background - All Navajo employees
- E. Staff average age - 20 years
- F. Average weekly hrs. of work - 40 hours

III. Service

- A. Access to library in days - 5 days a week
- B. Access to library in hours/day - 8 hours
- C. Population served - 400 students, 100 adults
- D. Percentage of use by elementary grades K-5 - 30%
- E. Percentage of use by secondary grades 6-10 - 55%
- F. Percentage of use by young adults ages 18-20 - 8%
- G. Percentage of use by middle aged adults 31-50 - 6%
- H. Percentage of use by elderly adults over 50 - 1%
- I. Circulation rate last year - unknown
- J. Services provided to community - Adult Basic Education
- K. Services provided to special groups - 4-H, teachers
- L. Services rendered to elementary pupils - special events, plays, drama, movies, slides and filmstrips, story telling, record listening, tutorial services, basic exploratory research
- M. Services rendered to junior and senior high students - similar to elementary but including Navajo curriculum consultants, forum speakers

IV. Print Materials

- A. Total number of titles - estimated at 2,000
- B. Number of books on American Indians - estimated at 500
- C. Nonfiction books on American Indians - estimated at 100
- D. Fiction books on American Indians - estimated at 400
- E. Number of books by American Indian authors - estimated at 25
- F. Number of books on the Navajo language - 3
- G. Number of encyclopedias - 6 sets

- H. Number of dictionaries - 12
- I. Reader's guides - 9
- J. Almanacs - 4
- K. Atlases - 2
- L. Maps - 10
- M. Globes - 2
- N. Art prints - 20
- O. Pictures - 8
- P. Magazine titles - 10
- Q. Newspaper titles - 4
- R. Pamphlets - 5
- S. Periodicals and journals - 7
- V. Non-print materials
 - A. Filmstrips - 33 (none on American Indians)
 - B. Films - 1 (others available from Arizona State University and B.I.A.)
 - C. Tape recordings - 65 (30 on American Indians)
 - D. Video tapes - 61 (40 on American Indians)
- VI. Equipment
 - A. 16 mm. projectors - 3
 - B. 8 mm. projectors - 0
 - C. 2 x 2 slide projectors - 3
 - D. Filmstrip projectors - 3
 - E. Sound filmstrip projectors - 3
 - F. 10 x 10 overhead projectors - 3
 - G. Opaque projector - 1

H. Filmstrip viewers - 3
I. 2 x 2 slide viewers - 2
J. TV receiver - 5
K. Micro projector - 0
L. Record players - 10
M. Audio tape recorders - 3
N. Listening stations - 3
O. Projection charts - 2
P. Projection screens - 2
Q. Closed circuit TV - 3
R. Radio receivers (AM-FM) - 0
S. Copy machines _ 5
T. Duplicating machines - 4
U. Micro-reader - 0
V. Micro-reader-printer - 0
W. Portable video tape equipment - 1
X. Typewriters - 3

2.14 Development of Model Designs

The end result of the first phase was to propose three general designs or models for meeting the informational needs of Indian people. The design for each site was made deliberately different for experimental purposes. Some components were to be attempted on only one site due to cost, personnel, equipment or other restrictions. Others were to be used on all sites. The purpose of the designs was to test the relative effectiveness of different materials and delivery mechanisms that were applicable to the three distinctly different sites. It was considered important to know what was useful and practical in each specific demonstration site as other reservation communities looked to these sites as possible models to follow.

The proposed library-media models were developed on the basis of data collected at each site. To assist in the formation of these models, consultants in library science and media were employed to provide ideas for materials and delivery mechanisms that incorporated recent developments in library-information systems and technology. The Indian research staff reviewed the models in terms of their appropriateness to the particular reservations.

Time limitations did not allow the library and media consultants to visit the demonstration sites. Therefore, the proposed models were purposely made broad in scope and were followed by more detailed and limited plans of operation in phases II - IV. It was felt that the development of detailed operational plans represented an additional strength of the project because it gave the reservation communities an opportunity to study the report and participate in assigning priorities to materials and delivery mechanisms they deemed most important.

The designs called for the Akwesasne site to be a tribal cultural center, the Standing Rock site to be a reservation-tribal library, and the Rough Rock site to be a community-school library and information center.

2.2 Phase II - Implementation

Phase II of the NIEA Library Project was the implementation phase. The goals for this period were to develop and implement library service on three American Indian reservations: The St. Regis Mohawk, the Standing Rock Sioux, and the Rough Rock Navajo Community. The objectives of the implementation phase are listed below:

(1) To establish an organizational-administrative structure which will link the program management component of the NIEA with the tribal organization responsible for the demonstration sites and the library branch of the Office of Education in a way which will insure communication and attainment of objectives at both local and national levels.

(2) To provide technical assistance to the local tribal agency in the acquisition and/or development of planned facilities and equipment which will effectively implement the proposed demonstration model.

(3) To facilitate access to expertise and funding sources which will enable the local tribal agency to acquire those basic collection materials now commercially available which will meet the needs as identified in the demonstration model.

(4) To assist the local demonstration center-tribal organization in finding human and financial resources needed to develop special collection materials specified in the demonstration model.

(5) To provide coordination and administrative assistance in acquiring audio-visual and technological media required to implement the demonstration models.

(6) To assist the local tribal agencies operating the demonstration center to recruit and train staffs that will be able to put the demonstration center into initial and sustained operation.

The Phase II proposal called for two sets of activities to be conducted to implement the objectives listed above. The first activity of the project was to employ the project staff which would enable NIEA to provide the necessary communication linkages and administrative services required to achieve the project's implementation objectives. The staff consisted of a project director, an assistant director and an administrative liaison member at each demonstration site. In addition to the management and logistics, NIEA would employ staff to provide technical assistance at each of the three demonstration sites by means of staff appointment or contractual relationships. These staff specializations will cover the areas of: (a) plant facilities; (b) basic collections; (c) special collections; (d) audio-visual and media; and (e) library informational center staff development.

The second set of activities would be concerned with the initial implementation of demonstration models at the three sites. These activities would include: (a) acquisition and/or development of planned space; (b) developing a plan for integrating the tribal library-informational centers into the educational resources and other activities of the tribe; (c) develop a sequential plan for marshalling the financial support needed to obtain necessary resources to support the success of the demonstration programs; (d) to contact related agencies and private foundations to obtain needed technical and financial support; and (e) develop in cooperation with the local tribal agency an initial staff which is trained and qualified to place a demonstration model in operation.

2.21 Central Office

The first task for the central office, outlined in the proposal, was the hiring of professional staff for the project. The Library Project Policy Board held several meetings early in the implementation phase and after interviewing a number of candidates, selected Lee Antell as Project Director and Charles Townley as Assistant Project Director. The board felt that this management team brought together experience in Indian affairs, management expertise, and library and information ability. Both professional staff members were working for the project by July 15, 1972. Secretarial staff and a bookkeeper were also provided for the central office.

With the establishment of the central office administration and organization, central office staff immediately began a series of meetings and planning sessions with site boards and existing personnel. The purpose of these meetings was to define issues in facilities, personnel, equipment, collection development, outreach strategies, site administration and organization, funding, and local production. The results of these meetings were the writing and ultimate approval of operational plans for each site. This activity was completed in October, 1972. At that time it was decided to subcontract with Rough Rock School and the Standing Rock Sioux Tribe for the operations on those two sites. It was further decided to administer Akwesasne directly out of the central office, until such time as the Akwesasne Library-Culture Center board received its federal tax free status. An example of an operational plan is presented as Appendix 3.

From October, 1972 through June, 1973, the central office administration worked closely with the sites in order to implement their operational plans. These activities are reported in the sections below on site activities in Phase II.

Three dissemination efforts were undertaken by the NIEA Library Project during Phase II. The research reports, containing the data compiled during the Phase I Informational Needs Assessment, was disseminated throughout the country. One hundred copies of the reports were printed and made available to educators, librarians, and Indian officials nationwide. The five volumes of the report were also entered into the ERIC system for broad availability to those with specific interests in the field of Indian research. The Library Project also developed a small brochure on the NIEA Library Project which was printed and disseminated in response to the broad interest shown in the NIEA Library Project. A slide tape show on the Library Project was created. It was shown to several groups across the country and included in a display at the American Library Association Annual Conference in Las Vegas in June, 1973. It was estimated that well over 1,000 people saw all or part of it. In addition to the organized dissemination efforts, a large amount of correspondence dealing with specific issues on the Library Project was answered. In general, most of this correspondence came from tribal officials and librarians who were interested in beginning Indian library services in their own communities.

In terms of fund development, the central office put most of its effort into helping the sites find money for their local operations. Central office staff did, however, prepare a proposal for Project MEDIA, which was ultimately funded. The rationale in preparing this proposal was to insure that some library related activity be included in the Indian Education Act funding cycle. Therefore, it was decided to take a very high interest item in Indian Education, namely the evaluation of materials about American Indians, and develop a proposal for a center which would evaluate these materials and make the information known in the Indian community.

Late in Phase II, central office staff drafted the Goals for American Indian Library and Information Service. The purpose of the goals was to serve as an initial set of guidelines for the numerous Indian people and librarians interested in developing Indian library service. They

were not considered sacred, but simply an initial statement to be modified later on the basis of greater experience. After review and revision, these goals were ultimately passed as policy by the National Indian Education Association and the American Library Association. They have served the Library Project and other Indian library service programs well as an objective for which to strive. (See Appendix 4.)

2.22 Akwesasne

The basic administrative structure of the Akwesasne site was established before NIEA involvement. A separate corporation, the Akwesasne Cultural Center Incorporated, was established as a non-profit educational corporation in the state of New York. This corporation was placed under the leadership of directors selected by the elected chiefs on the reservation. This board directed the activities and policies of the Akwesasne Library Culture Center throughout the tenure of the Library Project. During Phase II, this board participated actively in the development of the operational plan, wrote its by-laws, developed a collection policy, selected personnel, and actively participated in the day to day operation of the Akwesasne Library Culture Center. In short, they were an active board, anxious to be well organized and service oriented. The National Indian Education Association did not sub-contract during Phase II for the Akwesasne operations with the board. The reason that this was not done was due to the fact that the board had not yet received its federal tax free status. To have sub-contracted with the Akwesasne Culture Center at this point would have endangered NIEA's own tax free status.

Three Mohawk Indian women had been trained in the local school districts to work as library aides in the Library Culture Center prior to Phase II. These staff members were accepted by the Library Project to work on the NIEA payroll. In addition, one half-time position was created for a community relations specialist. This person was hired and worked throughout Phase II in the community to develop library support. Also, a media aide position was split between two of the library aides, who intended to carry out the media program called for in the operational plan. A training program was established with North Country Community College whereby the four aides would receive a library-media technical assistant education leading to an Associate of Arts degree from North Country Community College. This program was

implemented in January of 1973. In addition, several short courses and workshops and library meetings were attended by the staff and resulted in improved staff ability. As far as it is known, this Associate of Arts program with North Country Community College was the first library training program to be established with training on the reservation leading to an Associate of Arts degree, without substantial federal support to the College. At the end of the year, the community relations specialist resigned.

The acquisition of equipment and materials was a high priority during Phase II - Implementation. The library was carpeted and substantial library furniture was acquired. Display equipment was provided for the Museum as well. An office, adjacent to the Library proper, was acquired and equipped for the use of the library staff. The result of this activity was a larger, more useable and comfortable area for library and culture center use. The acquisition of media equipment, media materials and additional books has resulted in a more useable collection which met more of the community's informational needs.

The staff and board of the Library Culture Center developed, with assistance from the Central Office staff, a collection policy which outlined high priority items for selection, increased efficiency in ordering and technical processing, and a complaints procedure. The major result of this plan was a better organized concept of what subject matter was of interest to the library for acquisition, increased efficiency in technical processing, an ability to respond to community concerns, and increased staff time available to pursue program elements.

There were two major activities designed to increase the special collections and materials available at the Akwesasne Library Culture Center. In the first activity the Library hired three Mohawk college students to work under the direction of Central Office staff to develop a bibliography of all print and nonprint materials available on Mohawk culture. This project was completed during Phase III and resulted in a Selective Bibliography of the Mohawk People. It also resulted in a shorter brochure of high interest items, entitled Mohawk People: Past and Present which was distributed to each family on the reservation. Once completed the Selective Bibliography

served as a buying guide for the Library. By the end of the fourth phase of the Library Project, most of the materials on Mohawk culture and life that are available had been purchased by the Akwesasne Library Culture Center and are available to the people from the library. The second attempt to develop special materials is described under Production Centers below.

Four major outreach efforts were undertaken during Phase II. A community representative was hired. Her job was to develop interest on the part of the Indian community to engage in center activities. Armed with a ready wit and a well designed brochure, also developed during Phase II, this person met with considerable success in developing community interest. Deposit collections were established around the reservation. During this phase the deposit collections were regularly supplied and well used. A bookmobile provided by the Canadian government was used to provide library services to the three schools on the Canadian side of the reservation and Canadian communities during the school year. In the summer the bookmobile was also used on the American side to distribute library materials to students out of school and their parents. The fourth outreach effort was the use of a school bus to bring students and adults to the library in the evening. This program was quite popular, especially in those parts of the reservation most distant from the library.

Administratively, there was very little encouragement of local fiscal autonomy during Phase II of the Library Project. Financial matters were handled exclusively in the Central Office. This does not mean, however, that the board and staff did not play an active role in the accomplishment of the operational plan. As has been cited before, the board and staff developed training programs, operational plans, collection policies, and other efforts vital to the development of the Akwesasne Library Culture Center.

Outside funding was obtained for the Culture Center during Phase II. The Canadian Government continued its support of one full time librarian and a part-time bookmobile driver. An LSCA grant, given in FY '72 for \$5,000.00 in materials, was used to purchase materials. The Right to Read Program, a separate function of the Library Culture Center, was active during the year. Revenue sharing was used to finish the library office. Initial

work on a legislative package to provide funds for library service for New York Indians, as a responsibility of the state government, was done in consultation with the New York State Library. The final result was that the Library Culture Center, with assistance from the Central Office, was able to more than match the NIEA Library Project budget.

The attempt to develop a production center met with failure. In an effort to try different production methods on the three demonstration sites, the Central Office staff decided to develop a slide-tape and film-strip production center at Akwesasne. It was intended that this center develop non-print resources about Mohawk life and culture. Several staff members underwent selective training in the area of media production, particularly camera and audio tape development. Approximately forty hours of training was provided. It included information on story boarding, camera operation, development of script, audio tape making, and equipment operation. The staff undertook to develop several slide-tapes during the second half of the project. Unfortunately none of these ever achieved production. The apparent problem was insufficient training, divided responsibility in that staff were also expected to work in the library, and lack of goal orientation. It appears that the technical intricacies of slide-tape and film-strip production require additional training beyond that which is required for videotape. It also appears that the amount of time consumed in slide and filmstrip production is beyond the resources of most small libraries.

2.23 Standing Rock

A total administrative and organizational structure had to be designed and implemented for Standing Rock. On the recommendation of the Tribal Planning Office and with the approval of the Tribal Council, the reservation-wide Education Advisory Committee was made responsible for library concerns. This Committee functioned in this capacity throughout Phase II. During this phase, it met with project staff on the results of the needs assessment, selection of personnel, and approval of a collections policy. Individual members of this Committee also were helpful to the Library Project in terms of seeking additional funding. Unfortunately, due to the many concerns of a reservation-wide education committee, this group was unable to give continuing and substantial support to the operations of the

Library Project. Thus, initiative was lost in terms of community relations, outreach strategies, and input into operational plans and collections policies. The Library Project did sign a sub-contract with the Standing Rock Sioux Tribe to provide administrative and fiscal services for the library site at Fort Yates. This contract was well administered from the fiscal point of view. Also a great deal of valuable input from the Tribal Planning Office was obtained.

Staff for the Standing Rock site had to be recruited and trained during Phase II. In October, two staff people were hired by the tribal Education Advisory Committee on the basis of job descriptions prepared by the Central Office, and were placed at the Veterans Memorial Public Library in Bismarck, for training. Following six weeks training at the Veterans Memorial Public Library, staff was placed for another six weeks in the Fort Yates Elementary School. At the time it was decided to open a community-school library in Cannonball, an additional person was hired. This person was also engaged in training in the Fort Yates Elementary School Library. All staff were trained with the concept of service as opposed to technical processing. The thrust of the training included public relations, reference service, inter-library loans, book selection, and children's services. In January one library aide was assigned to Cannonball School Community Library in Cannonball, North Dakota. In February the Fort Yates staff began work in preparation for opening the Fort Yates Library. At this time one of the Fort Yates personnel had to be replaced due to lack of attendance at the job. An additional person was hired, once again establishing staff consisting of two people at Fort Yates. To assist the Fort Yates and Cannonball staffs, an operational handbook was prepared outlining hours of service, circulation policy, technical processing, and services offered. This handbook, in conjunction with the collections policy, formed the basic outline for staff operations during Phase II. Staff personnel were also provided with supplemental in-service training in children's work and videotape operations. The Operational Handbook is attached as Appendix 5.

At Standing Rock the Library Project faced its greatest problems in terms of library facilities and equipment. No facilities or equipment existed in the communities where service was intended. In the village of Fort Yates, North Dakota a new library building was being planned at this time.

However, construction was delayed and the library was forced to rent temporary facilities in the Douglas Skye Memorial Retirement Complex. The facilities were very small and very cramped but by renting the facility, the Library Project was able to start library service in the community immediately. It also aided the Library Project by providing in-service training for the staff. In addition to planning and ordering equipment for the temporary facility, library equipment was also ordered during this period for the permanent library facility in the Community Center. In the outlying community of Cannonball, facilities could be best described as a disaster area before the arrival of the Library Project. Each of these schools had no facilities for a library. In Cannonball the Library Project remodeled a basement at small cost with the tribe providing all the labor. The final effect was a pleasant and very efficient library facility which met essential community needs until the new library facility was completed in 1974. Equipment for the new facility was also ordered during Phase II. At Little Eagle, the school provided a separate room for the video equipment. Plans were made during Phase II to develop library facilities at Little Eagle and Bullhead using existing facilities with minor remodeling.

Three distinct activities occurred in the area of collection development at Standing Rock during Phase II. Initially, due to the fact of untrained library personnel, it was decided to make initial selections using Central Office staff and consultants. A list of titles for reference books, children's books, and paperbacks were made. These were ordered and formed the initial collections at Fort Yates, and additional books at Cannonball. Selection of these titles was done in compliance to the assessed informational needs of the people at Standing Rock. To transfer this activity to the Standing Rock personnel, a collection policy was prepared by Central Office personnel with input from the advisory school board and library staff at Standing Rock. This collection policy was presented to the Education Advisory Committee and approved as the official policy. The collection policy included an itemized list of informational priorities of the Standing Rock Sioux people, derived from the informational needs assessment. These priorities formed the collection building priority of the library system. This collection policy also included specific information on the ordering process and cataloging

functions of the library. One interesting item was that it specifically encouraged the purchase of duplicate titles in high demand areas. It also included a complaint policy which would allow for community input into the library collection. Following the implementation of the collection policy, local staff began the process of selection, ordering, and processing of their own materials and the use of a color coded library organization scheme that established separate colors for each informational priority on the reservation. A sample collection policy is attached as Appendix 6.

With the great emphasis on implementing basic library services at Standing Rock, no great attention was paid to the development of special collections and materials during Phase II. Some planning was done, however, and the development of a tribal archives and a services guide was planned. A major special materials collection was developed by the Little Eagle video project which is described under Production Centers below.

Standing Rock Tribal Library undertook some six service and outreach strategies during Phase II. A newsletter, containing survival information, and basic program information for Standing Rock Sioux programs, was published on a weekly basis and distributed to the community free of charge. (See Appendix 7.) A radio show, also produced weekly, provided residents with survival information and basic updates on tribal news. The reception of both means of communication was excellent. Deposit collections were established in the in-patient and out-patient wards of the PHS

Hospital as well as the community center in Fort Yates. The purposes of these collections was to temporarily publicize the existence of the library, and encourage those reluctant to come into the library to take an initial step in using its services and resources. A community worker was hired to coordinate the activities of the library in relation to tribal programs and tribal needs. He did the initial planning on the services guide during Phase II.

Local autonomy was specifically encouraged during Phase II of the Library Project at Standing Rock. The services of the Tribal Planning Office and the Tribal Council were extensively used to gain input on services and programs. Sub-contracting also gave the tribe responsibility for administering funds and personnel engaged in the project. Unfortunately, the Education Advisory Committee was unable to devote the sort of time required to define and give guidance on the issues confronting a

newly developing service. This resulted in the Central Office taking the initiative at times when the tribe should have developed the program themselves. As a result of the experience gained during Phase II, it was decided to establish a separate library board responsible only for library operations and planning and input for Phase III.

Outside funding was very successful at Fort Yates. Various training funds of the Bureau of Indian Affairs and the Emergency Employment Act Program funded one library aide slot in Fort Yates. The video tape project at Little Eagle was expanded to Bullhead and made much more comprehensive through a \$30,000 grant received from Title III of the Bureau of Indian Affairs. In all, over \$50,000 of outside funds were raised during Phase II at Standing Rock.

One of the most exciting elements in the entire Library Project during Phase II was the video production unit organized in the Little Eagle Day school. This video tape project was most successful in capturing current events and cultural items of interest to the Standing Rock Sioux people. It was also used to develop video tapes of use to the students at Little Eagle Day School. More than 30 tapes were created during Phase II. The estimated audience which saw one or more of these tapes include well over 1,000 people during Phase II. It was evident as a result of this unit's operation during Phase II that video tape appeared to be a most useful tool among people of limited reading skills.

2.24 Rough Rock

The organization and administration of the Rough Rock site was primarily under the control of the administration and School Board of Rough Rock Demonstration School. Due to the distance between Rough Rock School and concomitant communications program problems, NIEA Central Office staff input was relatively low during the second phase. The School Director opted to place the library under his direct supervision. Also, after some urging on the part of the NIEA Library Project, he appointed an advisory library committee. This committee met fitfully during the second phase of the Library Project. What little input was made from the community and school into the library program came through this committee. The operational plan for the library site was developed by NIEA staff in consultation with the local

librarian and approved by the school board in November, 1972. Its implementation, however, was erratic. A sub-contract was signed with the school administration to administer the library project site at Rough Rock. Unfortunately, the bookkeeping practice in use at that time did not encourage financial responsibility. In all, it may be stated that the administrative control was limited, direction and goals were incomplete, and financial accounting was not responsible during Phase II at Rough Rock.

Central Office staff had no input in the selection of library personnel during Phase II. The school director hired a newly-graduated professional librarian, with no experience either in libraries or working in Indian communities, to be the librarian at Rough Rock. The fact that this person did not have a vehicle during the first nine months of the project severely limited his ability to participate in in-service training. Nonetheless, this person did have a good attitude towards working with children in the school and was able to improve the quality of library services at the Rough Rock School. The lack of administrative direction also inhibited the development of coordinated programs between the library and media center which at that time were under separate programs in the school.

Facilities at the Rough Rock site were among one of the most ample on the initiation of the second phase of the Library Project. Within Rough Rock Elementary School, a sizable library and media center existed. Equipment, however, left a great deal to be desired. Thus, the Library Project purchased a limited amount of new library equipment and a substantial amount of new video equipment for operations at Rough Rock.

Similarly, the Library Project was concerned with the addition of materials for the library and the media center. Although a fair amount of material was present, much of it was inappropriate or worn out. Due to the administrative chaos at Rough Rock during Phase II, no attempt was made to develop a collection policy for approval and implementation. By the spring it was evident that the present librarian would be leaving and that there would be staff changes in the library and school itself. The librarian did, however, spend a great amount of time developing a book order based on the assessed informational needs as modified by his experience. This order was placed at the end of the year and the materials arrived in time

for use during Phase III. In addition to a book order, improvements were made in the periodical collection, the map file, the vertical file, and nonprint areas. No attempt was made to develop any special collections or materials.

All this is not to say that some solid accomplishments were not gained during Phase II at Rough Rock. The elementary school received the first viable library service in the existence of the school. The librarian was very good in working with the students to develop their interest in the library and its resources. The students appeared to be comfortable and quite used to using the collection. Attempts were also made to at least organize the high school collection for the use of those students. In addition, the library was opened on an intermittent basis in the evening for the use of the high school students and they were bussed to the library for study halls on a regular basis. Plans were made for the development of library services in the Kitsillie School which would be opened during Phase III. The use of media by the students was encouraged and increased to a demonstrable degree. The library provided full length feature films which were received enthusiastically by both the high school and elementary school. The librarian also showed educational films in the dormitories during the evenings. These films also commanded a large audience and were well received. One attempt was made to reach the adult community by placing a deposit collection in the community center. Due to functional problems in the operation of the center as well as a lack of familiarity with books on the part of the residents, this program was only passably received and not a great deal of use was made of it.

As stated before, the media program operated independently of the Library Project during Phase II. This group did not undertake a large production effort, but relied primarily on providing films and other nonprint materials for classroom use. The Library Project did purchase video equipment to upgrade the quality and capacity of the media program. This did not have any effect, however, on operations in Phase II.

2.25 Evaluation of Phase II

Evaluations were made of each site at the conclusion of Phase II. Akwesasne was evaluated by Jean Ann South. Standing Rock was evaluated by Hannis Smith. Rough Rock was evaluated by Kenneth Ross. These evaluations were used by Central Office staff and site personnel to develop improved operational aspects in the Phase III operational plans.

2.3 Phase III - Operation

The essence of Phase III was to insure that informational needs identified in Phase I, and organizational mechanisms created and modified during Phase II (Implementation) would attain the overall goal of providing information-library services that would actually be utilized by Indian people in reservation communities. Phase III was considered critical because it was during this period that the project faced the challenge of using the organizational mechanisms it had created to begin meeting the needs known to exist.

The general objectives of Phase III were essentially the same for each of the three sites. These objectives would, however, be implemented in different forms on each of the three sites. Following is a list of Phase III objectives:

1. Continued development and upgrading of organizational structures, delivery mechanisms, and basic materials collections initiated during the Implementation Phase.
2. To develop outreach strategies and services which will cause Indian people to utilize library-information center resources and enhance library center sensitivity and responsiveness to community informational needs.
3. To establish production centers capable of creating informational-educational materials capable of meeting needs unique to the local reservation community.
4. To continue pursuit of the objectives in Phase II which called for the provision of assistance and technical matters, obtaining additional funds, program administration, and center operation.
5. To encourage program staff and governing agencies on each site to assume an increasing degree of autonomy in program management.

2.31 Central Office

Project leadership remained the same during Phase III. A Technical Assistance Coordinator was hired and assigned on a permanent basis to Standing Rock to serve as Coordinator of the tribal library. Secretarial staff was also hired. Personnel activities within the Central Office focused on providing necessary support and assistance to each site to see that its operational plan was met. In doing so, the Central Office staff cooperated with site staff to develop staff responsibilities, job descriptions, and work schedules; made sure that ordering information was available for collection building; assisted in developing new facilities; and made suggestions to establish new or improve old delivery systems and outreach strategies. Examples of such activity include: an operational plan for Akwesasne; weekly distribution of MARC-Oklahoma Indian printouts; design of museum facilities in Akwesasne; Standing Rock Tribal Library staff meetings; establishing the Bullhead and Little Eagle libraries at Standing Rock; layout of the mobile learning center at Rough Rock; changing bookmobile routes in New York; and developing the color-code classification scheme at Rough Rock. Another area of Central Office staff administrative input was in the development of improved production facilities. At Rough Rock it facilitated the production of bilingual audio and video programming. At Standing Rock the Central Office staff also continued to encourage the improvement of the library newsletter and radio show. It also enabled the production of a radio station feasibility study for the Standing Rock Sioux Reservation. At Akwesasne it encouraged the development of a radio show based on the success of the Standing Rock program.

Three methods were used to provide technical assistance to the sites. Mail service was used whenever in-depth communication to site staffs on specific items was required. Telephone was used to contact sites on a weekly or more frequent basis to iron-out day to day problems. Finally, site visits offered an opportunity for Central Office staff to assist in the development of long range goals, get a feel of the site operation, and implement new components. Central Office staff spent approximately 20 weeks in the field during the third phase of the Library Project.

Central Office personnel also provided technical assistance in the production of proposals during Phase III. The purpose of this activity was twofold: (1) to obtain

supplementary funding and (2) to develop long range support. Eighteen proposals were written, of which 11 were funded. The eleven funded proposals provided \$45,500.00 in supplementary support for Akwesasne, \$37,000.00 in supplementary support for Standing Rock, and \$13,750.00 in supplementary support for Rough Rock.

The Library Project began an active dissemination program with the library press and the Indian press in January, 1974. In this program Central Office staff attempted to disseminate one or more news releases per month on some news-worthy aspect of the Library Project. These releases were forwarded to the major library periodicals, the American Indian Press Association (AIPA), and Wassaja. AIPA circulates these releases to some 200 Indian publications across the country. Examples of published pieces may be found in Appendix 8.

General NIEA publications were also used to inform the Indian community of the Library Project and opportunities for library service in general. In addition to American Indians: A Checklist and Indian Education, the report of the 5th Annual Conference, Education on Indian Terms, contained a substantial description of the Library Project.

As in Phase II, the NIEA Library Project Central Office was called upon to provide information on Indian librarianship nationwide. Some of the major inquiries received during Phase III were: the American Indian Higher Education Consortium; the Oneida, Spokane, Pit River, Navajo, Creek, Choctaw, Winnebago, Rosebud Sioux, Minnesota Chippewa Tribes; the Northern Pueblo Council; as well as the St. Paul, Boston and Chicago Indian Centers.

Local autonomy was specifically encouraged by Central Office staff throughout Phase III. When Akwesasne attained its federal tax free status, fiscal responsibility for its site operations was transferred. At Standing Rock, the Central Office encouraged the development and operation of an independent library board. This board was to assist the Standing Rock Tribal Library Coordinator in designing programs and coordinating facilities, equipment, and personnel, among the libraries on Standing Rock. While this board worked long and hard, it was not sufficient to meet project needs. Therefore, the independent status of the Standing Rock Tribal Library was terminated at the completion of Phase III. At Rough Rock, Central Office

staff insisted that the school board itself become responsible for Library Project operations and guidance. While this was not an ideal situation, it was felt that this was an improvement over a board that did not meet at all. Staff and boards were all encouraged to develop more autonomy in their local operations. By and large this local direction did increase during Phase III, as staffs became more confident in using their own skills to reach desired ends. Once again the vehicle of an operational plan was used to establish and describe responsibilities of the Central Office and each site in meeting their objectives.

2.32 Akwesasne

Akwesasne retained its stable board and staffing pattern throughout Phase III. No resignations occurred. Anna Rourke continued to grow in her capacity as library director. One visible sign of her developing ability is the fact that she wrote a proposal for the Library Services Construction Act which was funded by the New York State Library. The library aides, Margaret Jacobs and Beatrice Cole continued to improve their abilities in collection development and public services. One new staff member, Harry Cooke, took responsibility for community relations and the museum. The addition of Inez Big Tree as janitor and Leona Benedict as bookkeeper resulted in freeing trained staff of additional library programming tasks.

Training was a key element of the Akwesasne operation during Phase III. All library staff took two college level library courses during this year; children's services and a course in the literature of the humanities. They have also taken two additional prerequisite courses for their Associate of Arts diploma. Mr. Harry Cooke participated in a two week training program in museology at the New York State Museum. All or some of the staff attended the following workshops and conferences: National Indian Education Association Conference; Mid-Atlantic Library Association Conference; RRR Reference Workshop; and the New York State Library Reference Workshop. Both the staff and the local board participated in a four day management seminar in June conducted by the American Indian Management Institute of Albuquerque, New Mexico. During Phase III, the board and staff showed considerable improvement in their self-direction, skills, and abilities.

Due to the action of the Office of Education eliminating the purchase of equipment within Phase III, a production facility, to be based on video tape, was not implemented at Akwesasne.

A great deal of staff time and effort in Phase III was spent on improving the library collection. NIEA and LSCA funds were used to begin an audio-visual collection and improve the adult non-fiction materials. LSCA funds were also used to improve the collection of children's materials available in the library and on the bookmobile. Library staff also spent a great deal of time weeding the fiction collection to include only popular, out-of-print items. Current fiction would be made available through the use of paperbacks, and a 220 volume McNaughton collection. Mater Dei College, which is one of the institutions offering college class work at the Center, used its HEA-II-A funds to purchase a reserve reading and reference collection for its college students enrolled at Akwesasne.

The largest collection builder during Phase III was an LSCA grant. \$9,000.00 was made available to replace and improve the juvenile, easy reading, and children's collections. Also \$7,500.00 was made available to develop a nonprint media collection specializing in Indian materials. LSCA also provided necessary equipment to allow the use of the audio-visual collection.

With the completion of the Selective Bibliography of the Mohawk People, the library staff began an active effort to acquire out-of-print materials not found in the Library. This material was added to the collection throughout Phase III and resulted in a significant special collection of materials specifically on the Mohawk people. LSCA funds, mentioned above, were also used to acquire non-print materials on Mohawk people and especially those of Akwesasne. Primary effort in this area went into the purchase of several 16mm movies made on significant contemporary events at Akwesasne. Outreach strategies and service components were refined and improved during Phase III. The library staff was able to use the experience gained in its college level library courses to improve reference service. The presence of 80 college students attending classes in the Center also meant a steady increase in the quality and quantity of reference services required. The staff also attended two workshops to improve their general reference and readers advisory capacities. Participation in the children's literature and services course improved

the staff's ability to meet children's needs. According to one of the library staff, "People are beginning to call the library with questions. People are beginning to have confidence in us."

Children's services continue to be a high local priority. Children's story hours, replete with games and movies, were held weekly in the Center. During the school year, students used the library as their ideal study center. The library provided the library service for the three Canadian elementary schools through its bookmobile throughout the winter. In the summer the bookmobile covered the entire reservation on a weekly basis providing reading materials for out-of-school youth. Also the library served the special needs of the students enrolled in Upward Bound, Headstart, and Title IV programs.

Nonprint services were initiated during Phase III. Stations for viewing filmstrips and listening to records were established in the library. Senior citizens were given an opportunity to see films weekly at the Mohawk Home. A feature film was shown on Sundays once a month at the Center. The library was also responsible for ordering and showing films and other media for the college classes. It also shared its nonprint resources with the schools on both sides of the border by distributing a list of its nonprint materials available for loan to each teacher. Both talking books and art prints were made available to the community from the library starting in Phase III.

Adult use continued on an intensive scale. The library took the initiative of developing relations with personnel in the other adult education agencies. It was made responsible for meeting all information needs of the college students. All GED classes were held in the library and made use of its resources and personnel. Easy reading materials were ordered for the Right to Read program so that its students would become integrated in library use to retain their reading skills. Consumer education classes were established in the library in an effort to increase consumer expertise and how-to-do-it skills. Interest in using the library as a cultural reinforcement tool was enhanced through the distribution of Mohawk People: Past and Present to each home on the reservation. A number of residents of Akwesasne who had not previously used the library were encouraged to begin using its resources in this way. Informal reading was further encouraged through the presence of the McNaughton Plan materials and other improvements in the collection.

With Alcoa Foundation support the museum component of the Library-Culture Center progressed from a concept to an active reality during Phase III. An initial collection including mannequins, artifacts, arts and crafts, and a set of the treaty wampum were collected and placed on display. Mr. Harry Cook, the Museum Director, exhibited a can-do attitude in gathering these materials and establishing exhibits and programs. The museum program was followed up by courses in basketmaking and beadwork. More than 80 people from the reservation enrolled in these courses during the spring of 1974.

Outreach programs continued their development throughout Phase III. The number of deposit collections was reduced to four so that they could be better maintained. The best success for these deposit collections was in a community center, a local bar, and two stores. The bookmobile continued to be a positive aspect of library services at Akwesasne. During the school year it was used to serve the Canadian schools in the outlying Indian communities on the reservation. During the summer LSCA support was used to enlarge the route to reach every home on the reservation on a regular basis.

Responsibility for an existing newsletter was accepted by the Library Project during Phase III. The size, quality, and quantity of issues has greatly improved thanks to Mr. Harry Cook. One new innovation begun during Phase III was to mail the newsletter directly to each house on the reserve. This has greatly improved its effectiveness. As at Standing Rock, the newsletter was encouraged to include survival information and information of direct import to the residents of Akwesasne. In the fall of 1973 a weekly radio show was initiated for broadcast on WMSA, Massena, New York. It carries fast-breaking news and interviews in a format similar to the radio program at Standing Rock. With the radio and newsletter effective communication with each resident of Akwesasne has been established. See Appendix 9 for a sample page of the Ka Ri Wen Ha Wi Newsletter.

2.33 Standing Rock

Significant changes were made in the organizational structure of Standing Rock Tribal Library during Phase III. A Technical Assistance Director was hired from NIEA Central Office funds, and assigned to serve as Coordinator of the Standing Rock Tribal Library. Also, the Tribal Council was requested and agreed to the concept of establishing a separate library board. This board, it was felt,

would be able to give the time and consideration and input required for successful library operations at Standing Rock. The people appointed to this board were all very responsible and responsive to the development of library service at Standing Rock. Despite this interest, however, the library board was unable to develop the impact needed for successful operation on the reservation. Therefore, at the end of Phase III, it was discontinued and the Standing Rock Community College Board of Directors accepted responsibility for library project operations. Earlier in the year, the Standing Rock Community College Board had indicated its interest in the Standing Rock Tribal Library by naming the library to serve the college as its library.

Local administration practices were also changed radically. The Standing Rock Tribal Library Coordinator established a centralized administrative structure that made each library employee at Standing Rock responsible directly to her. It was felt by Central Office and local tribal leadership that one central coordinator would serve as the focus for responsibility and enable the library to function as a single unit. The pitfalls of this administrative structure became evident during the year. Basically it was found that the operation of four separate facilities requires local responsibility as well as input from a Coordinator. Consequently, the centralized organizational structure was also eliminated at the end of Phase III.

A relatively high staff turnover rate was witnessed at Standing Rock during Phase III. In one case an employee who had just completed training for a position as a Library Aide for the Bullhead and Little Eagle branches was killed in a car accident. Three other staff members resigned due to child care and family problems and one person moved to another state. However, staff positions remained filled throughout the year due to the quick responsiveness of the library board and staff as positions became vacant.

For those staff who remained, technical expertise developed through participation in in-service training programs and statewide library conferences, increased contacts with community residents, and enrollment in Standing Rock Community College. The hiring of a Coordinator improved the opportunities of all staff for daily and/or weekly library training. One of the functions of the Coordinator was to provide training to the

local aides amounting to four hours per week. This in-service training emphasized the improvement of public services via new programs and outreach components. Additional examples of staff training during this year included the on-site visitation of a video tape-media consultant who assisted the staff in developing new improved methods of producing video tape programming. Several consultants from local library agencies including Mr. Darrel Hildebrandt continued to assist the staff in developing innovative themes and techniques for its outreach and program services. In terms of developing administrative, selection and processing skills, all staff learned much more while developing such skills in their own facilities than learning about them in off-reservation libraries.

Facilities were established for library services at Bullhead and Little Eagle. Only minor modifications were required to house the Bullhead library. At Little Eagle a stage was converted into a library using materials provided by the Library Project and labor provided by the Tribe. Both facilities are considered to be temporary due to the fact that new schools are being planned. Cannonball continued to operate in its basement facility throughout Phase III. On June 19, 1974 the Fort Yates Library was moved into the new school skills center. The Fort Yates Library remains in the Skills Center temporarily until the adjacent library facility in the community center is finished.

Collections in the Fort Yates Library were almost doubled during Phase III. Large additions were made in the American Indian, nonfiction, children's, and reference collections. More than 250 titles of Indian periodicals, newsletters, and newspapers can now be found in the Fort Yates Library. The pamphlet collection was more than doubled during Phase III with additional materials received on Indian history, culture, language, religion, social customs, arts and crafts, and other categories.

In Cannonball, Little Eagle and Bullhead, rapid collections growth was also witnessed due to funds received from the Johnson O'Malley (JOM) Act and various title program grants. Library Project staff continued to procure many additions to their collections. The ordering procedure was modified by the Coordinator so that most new materials were secured directly from the

publisher and/or dealer rather than a jobber. While this cost more, it was felt that requested titles could be acquired more rapidly. Arrangements were also made for the provision of inter-library loan services for both print and nonprint materials from the North Dakota and South Dakota State Libraries.

Three special collections were developed during Phase III. A proposal was prepared, submitted to and approved by the Tribal Council for the development of a Tribal archives. This archives was established and contains many documents, including the minutes of the Tribal Council, directly related to local information needs. The fact that this information is now available freely through the library has encouraged additional use. The video tape collection at Little Eagle continued to expand during Phase III. 36 tapes were produced during Phase III. Another special collection that was developed during Phase III was detailed information on each service agency at Standing Rock. This information formed the basis for the Community Information Center and also formed the basis of the Hou Kola: Directory of Service. This directory listed every pertinent social and survival service available to the residents of the Standing Rock Sioux Reservation. Each agency provided a basic description of the services which it offered, eligibility requirements, and contact information. Hou Kola was distributed to each home on the reservation and has been enthusiastically received.

Outreach strategies and service components were revised, upgraded and new components were added during Phase III. In order to meet the unique information needs of Standing Rock residents, the library continued to sponsor a weekly 10 minute radio program over KOLY radio station in Mobridge, South Dakota. This program brings vital information about events on the reservation, decisions made by the Tribal Council, and other survival information to those living in the remotest geographically isolated parts of the reservation. The Standing Rock Tribal Library Newsletter changed format during this Phase. During Phase III virtually all agencies at Standing Rock have grown to use this newsletter as a vehicle to get life-coping information to the reservation residents they have been unable to reach before. The energetic commitment of the editor, Margaret Teachout, also greatly enhanced the utility of this program element and has been a major cause in its reservation-wide acceptance.

The video tape program has continued to be one of the more successful elements of the Standing Rock Tribal Library during Phase III. Video tapes were produced and shown at Little Eagle, and occasionally at Fort Yates and Bullhead.

Puppet shows portraying the "History of the Standing Rock Sioux Reservation" were developed for the grand opening ceremonies of the new libraries at Little Eagle and Bullhead. They were so successful that before school adjourned for the summer, over 500 children and adults attended one of the puppet programs.

The Cannonball School-Community Library summer film festival and reading program were a great success in the summer of 1973. Attendance at the movies comprised approximately 50% of the population of the town. Well over 40% of the elementary school students were engaged in the reading program offered by the library. The summer children's story hours were also well attended. Filmstrips and educational games were used to diversify these programs. Several exhibits of local artist's paintings, beadwork classes and other programs were held at the Fort Yates Library during Phase III. These exhibits resulted in the formation of the Standing Rock Artists Association in June 1974.

Local officials became concerned to some extent about funding for local library services once the NIEA Library Project was completed. This concern resulted in the preparation of several proposals, including one for training which was funded by the Office of Education. Unfortunately, the contracting official, Bismarck Junior College, refused to accept the grant without payment of indirect charges before the initiation of the project. Thus the Standing Rock Tribal Library lost its best opportunity for comprehensive library training due to the pettyness of some college bureaucrats.

2.34 Rough Rock

The organization and administrative structure at Rough Rock underwent substantial change during Phase III. A new School Director and a new corporation were established to administer the school. The new Director indicated a strong interest in library activities and the board was requested by the Central Office staff and the School Director to serve as the library board during Phase III. The school board accepted this responsibility

and functioned in this capacity. Although it was felt that this school board would be unable to provide intensive input into the Library Project, it was believed that this was better than no input at all. Administratively the library was placed under the School Director and library personnel reported directly to her. Also, the media center responsibility was transferred to the library so that the library and media center could function together effectively as a unit.

New library staff was hired for Rough Rock for Phase III. Arthur Dunkelman, a professional media producer, and Linda Dunkelman, a former teacher in the Rough Rock School, were hired as the staff for the Rough Rock Library. Due to the fact that neither staff member was trained in library services, in-service training was stressed at the Rough Rock site during Phase III. Three major training sessions were attended: Arizona State Library Conference on Library Administration, October 1973; University of Arizona Institute on Indian Librarianship, 1974; and a Bilingual Education Workshop held in Albuquerque in April of 1974. Each of these institutes contributed substantially to staff effectiveness. The development of facilities and equipment were restricted by the Office of Education directive not to spend money on these items. Nonetheless, some supply money was used to improve the compatibility of various systems and existing equipment was placed on a regular maintenance schedule.

Special collections of audio and video tapes were developed throughout the year. The final result of this effort was development of over 80 hours of video tape and 130 hours of audio tape. Most of the material is in the Navajo language so that it can be used directly with the residents of the area.

Collections were organized and selective improvements were made. The general collection was organized by means of a color code system during the summer of 1973. As at Standing Rock, this system has been well received as a non-threatening organizational tool. Special collections of Indian materials have been added to and fully catalogued to facilitate research access. A deposit collection was established at Kitsillie, a nearby mountain community with a new school. In the last quarter, high interest-easy reading materials were ordered from the Reading Is Fundamental Organization for the mobile learning

center and recreational collections in the dormitories. Most funds for additional materials came from small LSCA and ESEA grants. The basic thrust for outreach services and service components at the Rough Rock site was to regularize and improve library services for the school. This emphasis was stressed regularly by the school board. One of the first duties of the staff was to organize and conduct an orientation for school staff in August, 1973. In this orientation, the staff was instructed on how to use the library, how to obtain print and nonprint materials for classroom use, and how to make use of reading periods, story hours, puppet shows, and other services offered by the library. As a result of this orientation and regular follow-up, Rough Rock students received classroom materials regularly and made use of the library collection and services as an organized part of their total curriculum for the first time in the school's history.

Much improved services were available to Rough Rock staff and students. Films, books, and other materials used in classrooms were closely coordinated with teaching plans. Each class spent an hour or more during the week in the library in supervised use which included video programs, story hours, films, puppet shows, and other programmed activities. Time was also made available and used for informal learning by students. An interest center was established and a great deal of interest was generated in its regularly changing displays and materials. Both students and staff came to regard the library as something more than a collection of books or a place to dump unruly students.

Video and audio programming held a high priority in the Rough Rock program. Over 80 hours of video taping, most of it in Navajo, was produced. Subjects ranged from puppet shows and a modern adaptation of the Changing Woman, to rangeland management and the economics of Navajo arts and crafts. Audio programming also underwent similar development. Most materials are narrated in Navajo. These tapes are heavily used in the classroom and to a lesser extent by the community at Rough Rock. They are also being made available on a limited basis to other schools and organizations serving Navajo people. Community oriented public services and outreach efforts received less staff effort than those for the school. Nonetheless, some major contributions were made. The community has always accepted visual materials readily. Thus, the Library Project launched a film night as a regular Sunday

evening event. In addition to an entertainment feature, an educational film or a video program was also offered. The result has been improved public relations and interest in the school and the Library Project. Recreational collections were established in the spring of 1974 in the dormitories. In late June, 1974, a mobile learning center began operations. A donated van was stocked with print and nonprint materials and equipment and circulated during the summer in the community. Library staff participated in the planning and operation of the center.

2.35 Evaluation

Evaluations were made of each site at the conclusion of Phase III. Meredith Bloss evaluated the Akwesasne site. Standing Rock was evaluated by Jack Barden and Rough Rock was evaluated by John Gray.

2.4 Phase IV - Continued Operation and Evaluation

Phase IV was initially perceived to be the Evaluation Phase which would evaluate the operations of the three demonstration centers at St. Regis Akwesasne Reservation in New York, the Standing Rock Sioux Reservation in North and South Dakota, and the Rough Rock Navajo Community in Arizona. The scope of this evaluation phase was to be intensive and pervasive. It became apparent, however, to project personnel that the operational component, Phase III, did not allow for the sufficient operational experience to be gained to be of any benefit in a full scale evaluation effort. Due to this factor and the fact that the Library Project sites would be unable to continue operations independently of Library Project support, it was decided to develop a proposal for Phase IV that would contain both operational aspects and a significantly reduced evaluation effort. Ultimately, the proposal for Phase IV, "Evaluation, Continued Operation of Demonstration Centers and Technical Assistance", was written, approved by the Library Project Policy Committee, submitted, and funded. This phase had seven operational objectives. They were:

Objective I: A comprehensive evaluation will be conducted to assess the effectiveness of demonstration centers in meeting local informational needs.

Rationale: The NIEA Library Project is entering the fourth and final year of funding. The fourth phase is to thoroughly evaluate the project, while at the same time maintain the library operations at each of the three demonstration sites.

Objective II: Using data compiled during the Library Project, and other related programs, the Library Project staff will develop a plan for a national program for Indian library and information services to serve both on reservation and off reservation communities.

Rationale: A large amount of data has been generated by the NIEA Library Project both in terms of what the Project has accomplished and in terms of recommendations. This material will be made available to the U. S. Office of Education, the Bureau of Indian Affairs (BIA), the National Commission on Libraries and Information Science, Indian tribes and Indian organizations throughout the country for the purposes of planning library programs for Indian people.

Objective III: The NIEA Library Project staff will actively disseminate information based on project experience on various models for library service, methodology of determining local information needs, on-site planning, implementation, financing, and operation of a library and information system in an Indian community.

Rationale: Detailed information about experiences in the NIEA Library Project will be widely distributed. Suggestions will be formulated regarding specific aspects of the Library Project staff's experiences. This information will guide other Indian communities in establishing library and information services, and will enable others to utilize the information and experience gained by the NIEA Project.

Objective IV: The Library Project staff will initiate appropriate funding plans and will assist the respective sites in securing long range funding for the demonstration centers.

Rationale: At the conclusion of the NIEA Library Project funding date of June 30, 1975, the three demonstration centers will be without a source of secure and adequate funding for their operations. NIEA will assist the sites to gain long range funding through: 1) encouragement for the site advisory board to gain funding through state funds. The NIEA is providing information to the Mohawks who in turn are assisting in the drafting of pertinent legislation in New York State, to make Indian tribes eligible for state library funds. As of now, they are not eligible. 2) efforts are also being made to phase

into permanent funding by the Bureau of Indian Affairs, and the Tribal Council at the Standing Rock site. At Rough Rock, all library efforts are being written into the regular school contract, funded on an annual basis by the Bureau of Indian Affairs.

Objective V: The Library Project staff will continue pursuit of objectives in Phases II and III of the NIEA Library Project which call for the provision of assistance in technical library areas, program administration, and library center operation to the demonstration sites.

Rationale: The on-site demonstration center staffs are still in need of technical assistance. The NIEA Central Office Library Project staff will continue to provide this management assistance until project completion on June 30, 1975.

Objective VI: The Library Project staff will complete the transfer of library program management to the on-site library program staff and advisory boards to facilitate complete local control.

Rationale: Local control of programs as one facet of self-determination remains a constant goal of Indian people. An essential objective of tribes and organizations is to slowly phase into program management heretofore administered by external institutions or officials. The NIEA Library Project recognizes this concern and will facilitate local program control and management over the fourth and final project phase.

Objective VII: The Library Project will extend the experience and technical assistance abilities of the National Indian Education Association Library Project staff to additional states through concentrated planning and outreach efforts contingent upon supplemental funding.

Rationale: The NIEA Library Project staff has accumulated extensive experience in the area of library services for Indian people. Numerous requests to NIEA have been made for assistance in creating library service in other areas. It is the intention of NIEA to expand the efforts of the library staff to provide assistance to Indian people in three additional states.

2.41 Central Office

Only one significant change was made in the administrative pattern of the NIEA Library Project. The amount of input to be given to the sites by Central Office personnel was reduced. The Central Office staff were assigned responsibilities in addition to site operations and the number of staff was reduced. Site staffs and boards were expected to make more decisions locally and operate more independently. The form of the relationship between the Central Office and the sites remained the same. An operational plan was developed with increased input from the local site personnel. This operational plan was presented to the local board for approval along with a sub-contract which in each case gave the sites administrative and operational control of operations at their site. These sub-contracts were approved by the local sites, the NIEA Library Project Policy Board and the U. S. Office of Education.

Substantial changes were made in Central Office personnel during Phase IV. Lee Antell, Project Director, resigned effective September 4, 1974 to accept a position in the Office of Indian Education in Washington, D.C. He is presently Acting Program Officer of Part A of the Indian Education Act. After discussion with the staff and the Library Project Policy Board, it was decided to seek a qualified Indian person to serve the remaining seven months as the Project Director. Charles Townley served as Acting Director during the interim. As it happened, no qualified Indian person made application for the position of Project Director. Therefore, the Library Project Policy Board in November of 1974 abolished the budget line item for the position of Project Director and named Charles Townley to serve as Project Director for the remaining period of the Project. Edison G. Ward was hired to fill the newly created position of Technical Assistance Specialist on August 5, 1974. Initially it was anticipated that his job would entail providing technical assistance and participating in the management of site operations. Due to the shortage created by Mr. Antell's resignation, however, Mr. Ward was assigned to serve in the area of development of state plans, dissemination, and assisting in providing technical assistance to the sites.

A broad scale dissemination effort was undertaken during Phase IV. The public relations effort to the library and Indian presses continued without abatement. Regular news releases were issued by the NIEA Library Project office

dealing with news-worthy developments in the Indian library world. Requests for information on American Indian library service were answered on a demand basis. A significant increase in the number of inquiries on American Indian library service was noted during Phase IV. Library Project continued in the belief that the dissemination of information relevant to American Indian library service needs to the general public was a responsibility of the Project and as such the staff tried to meet the requests of those asking for services. More than 800 requests for information were received during the year. A "Checklist of Publications" was prepared and is now being used to answer routine requests for information. (See Appendix 10.) The NIEA Library Project also presented a program on the Project at the 1974 Annual Conference of the American Library Association. This created a number of additional requests for information and assistance.

Twelve titles composing the Indian Library Service Guides were published in the spring of 1975. These guides marked the first attempt to publish significant expertise existent in American Indian library service. The response for these guides has been enthusiastic and broad. A list of them is attached in Appendix 10. These guides are also available from ERIC. A sound filmstrip was also produced by the NIEA Library Project late in June of 1975. This filmstrip is designed to encourage the support of American Indian library service nationwide and to encourage individual tribal councils and Indian organizations as well as librarians to initiate American Indian library service.

All sites signed contracts with the NIEA Library Project for Phase IV. In doing so they assumed local control for site operations. It is also clear to project staff that each site developed much more local initiative during Phase IV. At Akwesasne the Board began to bear the fruit of their management training. They contracted bookkeeping services to a local accounting firm thus assuring fiscal responsibility. They also developed a personnel manual. These actions confirm our opinion that the Akwesasne board is now in a self-initiating and self-sustaining mode of operation. The Standing Rock site was administratively reorganized during the first quarter of Phase IV. Standing Rock Community College Board accepted responsibility for the Fort Yates Library as well as the overall coordination of all reservation library activities. The school boards

of Cannonball, Bullhead, and Little Eagle have accepted their responsibility for their local school-community library branches. Decentralization was done at the suggestion of the Tribal Council in order to improve human relations and to increase local input.

The addition of new Navajo personnel at Rough Rock caused a great increase in prospects for sound local control at Rough Rock. As a Navajo, Tom Willetto found it possible to work as a part of the community in developing support. Both the school board and the Parents Advisory Committee provided direct input to and control of operations this year. This indicates demonstrable willingness to provide policy guidance and community support.

One of the more time consuming activities of the Library Project during Phase IV was the preparation and active support of several funding proposals. Proposals were written for:

Standing Rock - one training and one demonstration proposal under Title II-B of the Higher Education Act to implement satellite learning centers at Standing Rock Sioux Reservation and to train ten Standing Rock Sioux residents as library aides.

Wisconsin - a proposal under Title II-B (Training) of the Higher Education Act to train 20 Wisconsin Indian residents as library aides.

Rough Rock - one proposal under the Indian Education Act to provide library services to the Rough Rock School and one proposal under Title II-B (Research and Demonstration) of the Higher Education Act to implement a video center at Rough Rock.

University of South Dakota - a proposal under Title II-B (Training) of the Higher Education Act to train ten professional librarians at the University of South Dakota.

NIEA - one proposal under Title II-B (Research and Demonstration) of the Higher Education Act to implement a technical assistance center at NIEA.

In addition, the Akwesasne Library Culture Center prepared an LSCA proposal and a proposal under Title II-B (Research and Demonstration) of the Higher Education Act to implement improved services in its library operation.

One of the most rewarding efforts of the Library Project during Phase IV was the development of state plans for Indian library service in Wisconsin and Wyoming. The excellent cooperation given by the Wisconsin Division for Library Services and the Great Lakes Intertribal Council resulted in a very feasible and most useful plan. This plan has been accepted by the Great Lakes Intertribal Council and the Wisconsin Department of Public Instruction as a policy document for implementation. The plan itself consists of four parts: (1) a demographic analysis of Wisconsin Indian populations and library resources; (2) a set of goals for Indian libraries in the State of Wisconsin; (3) an action plan for implementation of library services state-wide; and (4) suggestions for local implementation. This plan can well serve as a model for future development of state and Indian cooperation nationwide. A copy of the Statewide Plan for the Development of Indian Library Services is attached to this report as Appendix 11.

The Wyoming Plan was based on the informational needs assessment of the Wind River Reservation. Its organization goal and objectives are basically the same as the Wisconsin State Plan. Both state plans offer great potential for future development and will serve as one of the components in Project ILSTAC of the National Indian Education Association.

Appendices 12 and 13 of this report contain the NIEA input to and the report and recommendations of the National Commission on Libraries and Information Science on Indian library service. This report is an excellent summary of views and action plans for a national program on Indian libraries. It would be superfluous for the Library Project to write a separate national program. Therefore, this report has been adopted by the Library Project as our national program for Indian libraries. The NIEA Library Project staff does not feel guilty of doing this as project staff and members of NIEA contributed significantly to the development of the NCLIS document.

2.42 Akwesasne

Akwesasne started the year off by winning the 1974 Asa Wynkoop Award of the New York Library Association. This annual award is presented to the small public library which, in the opinion of NYLA, has done the best job of providing imaginative and worthwhile library and information service in the local community. This award signifies the quality of commitment and service for library service in the Akwesasne community.

No significant changes were made in the organization and administration of the library site at Akwesasne. A change in officers did occur when new elections were held during the month of April, 1975. The Board continues to operate in a self-sustaining and self-perpetuating mode making virtually all decisions itself. Two library staff members resigned over the period of the year. Both, however, were replaced and their replacements appear to be as well trained and motivated as the original staff. Additional temporary personnel was recruited to assist in the implementation of the LSCA projects. Facilities and equipment were upgraded to some extent using funds obtained from outside sources. Additional equipment for the use of nonprint media was obtained. Also, additional display equipment has been obtained for the culture center. Essentially the operations at Akwesasne in terms of facilities and equipment is a story of more and better.

Collection development continues at a rapid pace. The Collection Policy developed in Phase II is still serving as the basic guide for selection. An LSCA grant has made available additional materials, particularly in the adult nonfiction, children's, and audio-visual areas. Weeding continues to be a part of the collection development program as the amount of space on the shelves is very limited.

A number of slide programs were developed by the museum specialist during Phase IV. These include slide programs on the library culture center itself, and on various aspects of Mohawk culture and life. These collections are used regularly for orientation and teaching purposes in the Center.

Outreach strategies and program components remain basically the same. Due to the increased collection development, the deposit boxes were allowed to fall into disrepair. In June 1975, the staff made a commitment to improve the quality of the deposit collections. A bookmobile has been used on a regular basis throughout Phase IV to serve the Canadian side of the reserve. A summer program will be used to deliver materials to out-of-school youth on both sides of the reservation during the summer. The evening program to bring community residents to the library by bus was strengthened radically during Phase IV. Residents are now bussed in on a nightly basis and often times the library, designed to hold 42 people, is asked to accommodate 60. Due to the high evening demand, staff hours were changed so that two library staff members could be on duty each evening.

The museum program was also improved through the receipt of a National Endowment for the Arts grant. This grant has allowed the museum to double its collections and to provide four evening classes including one for Mohawk literacy. This innovative program was designed to allow those fluent in oral Mohawk to become proficient in reading and writing the language. It has been readily accepted on the reservation and places in the class are in high demand. In summary it can be said that the services offered at Akwesasne have reached maturity. Each one appears to be well designed, well implemented, well run, and successful. Additional development waits in new areas.

The Akwesasne Library Culture Center has operated with virtual autonomy during Phase IV. The input of the Central Office staff was exclusively in an advisory level. The staff wrote its own proposals, settled its own personnel squabbles, and acted with responsibility in all administrative respects.

A significant political problem did emerge at Akwesasne during Phase IV. The Library Project became involved in factionalism between "progressives" and "traditionalists". The evaluation team was asked to investigate this matter. Their analysis and recommendations represent the Library Project's findings in the matter. The analysis and recommendations are found in the Evaluation Report and are included in part in the chapters on Results and Recommendations found later in this report.

Funding is most promising at Akwesasne. The New York State Library has been most generous in awarding Library Service and Construction Act funds for continued library development. The Canadian Government has supplied funding in varying amounts to support the library. Local foundations have been approached and have provided funding, particularly for the Museum.

The most imaginative funding package developed at Akwesasne is state support of Indian libraries per se. In this particular act the state provides support based on population and land area for the Akwesasne Library. It marks the first time that any governmental agency in the United States has recognized the responsibility for providing library services to Indians living on reservations.

2.43 Standing Rock

Significant organizational and administrative changes were made at the Standing Rock site during Phase IV. Due to the lack of success of the centralized library system with one coordinator, it was decided to opt for a federated organization to increase local input and accountability. A coordinator was named to provide training and suggest improvements in existing programs. It was intended that the coordinator would facilitate operations in terms of financial arrangements and arranging for services and training. Local personnel and program decisions were intended to be made on a local level. Site staff were made responsible to the local principal or director and board. The Standing Rock Community College was made the board for the Fort Yates Library as well as being responsible for joint program development and policy matters. To facilitate operations, separate budgets were prepared for each of the libraries. Local librarians were encouraged to use their budgets as they saw fit to better implement their local programs. Letters were sent to each principal and board stating that they were now responsible for the operation of the local library. Central Office staff requested that job descriptions be drawn as soon as possible for each local employee. Unfortunately, the job descriptions were not written and the local communities, after requesting local control, were often unwilling to use it. Thus it seems that a federated system enjoys no more success at Standing Rock than a centralized system.

No significant changes were made in facilities or equipment. Funds for collection development were severely limited during Phase IV. The only significant improvement in the collection was the purchase of community college materials and the implementation of a relatively successful book donation system where other libraries have sent their better duplicates to Standing Rock Community College.

No significant changes were made in special collections and materials. The tribal archives and the video tape collection remain the basis of special collections in the Standing Rock Tribal Libraries. About 20 hours of new video tape were created for the Little Eagle video unit and also additional materials were added by the tribe to the tribal archives.

Outreach strategies and service programs continued in much the same format as in Phase III. A summer program was very effective at Cannonball and in Fort Yates. Both

sites ran reading programs, puppet shows and story hours for the children. The communities had access to a weekly film night that was enthusiastically received. As a part of the summer program NYC workers and tribal work experience program employees at Cannonball and Fort Yates made home visits to encourage library use and to distribute the services directory, Hou Kola!!!!: Directory of Services on the Standing Rock Sioux Reservation. In the other communities at Standing Rock the Directory was distributed by local staff and health aides. This guide has been most enthusiastically received. Everyone is thankful to get it and is using it heavily.

At Cannonball, the library moved into a new library facility. This facility is in the middle of a new open classroom school. Its location has proved excellent for student use and has also not created problems for evening use by adults and older students.

Local autonomy developed at Standing Rock during Phase IV. The Standing Rock Community College Board has functioned well as a library policy board for the site and for Fort Yates. There has been failure on the part of the local school boards to give significant time to the library to analyze its problems and make input for improvements.

Funding remains a continuing problem at Standing Rock. Proposals were prepared and submitted for Office of Education HEA-II-B support. When this support was not forthcoming, the Tribal Council authorized the use of \$25,000.00 in revenue sharing funds to sustain Standing Rock Tribal Library operations for four months. Beyond this period it will be necessary to gain foundation support for continued operations. Both the Standing Rock staff and the Central Office staff spent a considerable amount of time during the final quarter working on outside funding. At this time it is uncertain as to whether any additional funding can be generated. Once again this points out the root of the problem with American Indian library service. Regardless of all good intentions and local self-determination that can be developed, no consistent and continuing funding source exists for American Indian library service. Until such funding is developed, sustained programs are problematical.

2.44 Rough Rock

The organization and administration structure of the Library Project site at Rough Rock changed significantly during Phase IV. The School Board authorized the Parent

Advisory Committee to serve as a library advisory committee. This structure has apparently been successful in that the librarian feels that he has received a great deal of additional input through the use of the Parent Advisory Committee. Also, since this committee has a reduced function in the total operation of the school, it is able to provide the kind of input needed for community development. A significant factor in additional community input is that the librarian is a Navajo person. Although he does not come from the local community and hence is not accepted totally by that community, the fact that he is Navajo and speaks Navajo does encourage development of significant community input. The administrative structure was also changed significantly this year. Although the primary principal pays the librarian's salary, the school administrator made the policy decision to shift the responsibility for the library program directly under her. She also made the librarian a member of her key staff, which makes policy decisions in many areas of school operations.

Staff turnover was present at Rough Rock during Phase IV. A new librarian, Tom Willetto, was hired to serve as Librarian. His hiring was a function of input both from the school board and the NIEA Central Office staff. A new aide was also hired. Both the aide and the librarian have been able to participate in several in-service training activities.

There were no significant changes in facilities or equipment for Phase IV. Equipment has been kept in a reasonable state of repair given the remoteness of the site. The operational plan for Rough Rock in Phase IV called for a reduced emphasis on the library collections and an increased emphasis on the development of nonprint materials in the Navajo language. The attempt was to develop a more community applicable collection within the library and learning center for community use. Consequently, there has been a reduced effort to improve the collection of print materials and an increased commitment to a development of local nonprint materials.

Outreach strategies and service programs have been improved in quality this year. One new service outreach strategy was implemented during the summer of 1974. A mobile learning center was stocked with Reading is Fundamental materials as well as audio-visual equipment. It toured the hogan camps in the community to provide summer reading materials as well as basic information in

the Navajo language for adults. Due to a lack of personnel and outside funding, the implementation of the mobile learning center was less comprehensive than planned. If sufficient funds were to be made available, this approach does offer some opportunity for success, especially in reaching adults. At the present time, however, it must be considered that the mobile learning center does not significantly contribute to the program at Rough Rock. Other programs continued much as before as described in the Phase III section on outreach strategies.

The impact of the Navajo speaking librarian and an increased recognition on the part of the School Board that the end of the Library project was near, contributed to the development of increased local autonomy at Rough Rock. The staff prepared several local proposals, and no distinct problems appeared in local administration.

Funding is as much a problem at Rough Rock as it is at Standing Rock. Although proposals were prepared for both Title IV and HEA-II-B, neither received funding. At this point it is likely that the school will be forced to use its normal operating revenues for library services after the completion of the NIEA Library Project. It is also likely that emphasis on serving the community will decline.

2.45 Evaluation

A reduced evaluation component was included in the Phase IV proposal. This component called for implementation of a process and product evaluation for the NIEA Library Project. Following the constraints as described in the proposal, the Project Director and the Library Project Policy Board selected three members for the evaluation team: Tony Genia, Choctaw, Ph.D. candidate in Educational Administration, University of Minnesota; Lotsee Smith, Comanche, Assistant Professor of Library Science, University of New Mexico, Albuquerque, New Mexico and Director of an OE sponsored Indian Library Training Institute; and Cheryl Metoyer, Cherokee, Ph.D. candidate in Library Science, University of Indiana. It was felt that this team contained the necessary skills in administration, library science, and evaluation to conduct a successful process and product evaluation of the NIEA Library Project.

Mr. Vernon Hendrix and the Project Director developed an evaluation outline in October of 1974. This document was presented to the evaluation team at a meeting held on November 2, 1974. At this meeting the evaluators went over

the evaluation outline and made changes as well as recommending that certain data be secured before the evaluation was made. These comments from the evaluators were incorporated into the evaluation outline. This outline was then presented to the Library Project Board and the site directors at the NIEA Annual Conference, November 14-18, 1974. Suggestions from both groups were collected and were incorporated into the final draft of the evaluation outline. This draft evaluation outline was forwarded to the Office of Education and in due course was approved.

The evaluation itself took place between May 14 and 24, 1975. The evaluators visited the sites at Rough Rock, Standing Rock, and Akwesasne. They also had the opportunity for a brief interview with Central Office staff in Minneapolis. The evaluators used the evaluation outline as the basis of developing questions to ask each library staff member. They also met with community members and board members where possible. On completion of the evaluation itself the evaluators met for four days in Minneapolis, Minnesota and prepared their evaluation report. This report has been submitted separately to the Office of Education.

Chapter III - Results

The results and findings of the NIEA Library Project are shown in the paragraphs below. Under each major subsection, which relates to an overall objective of the NIEA Library Project, the results and findings are treated as they apply to the Central Office, Akwesasne, Standing Rock, and Rough Rock. A summary paragraph at the end of each section will draw together the experience that appears to be relevant to all the sites, or which is important for future projects in American Indian library service to consider.

3.1 Selection of Sites

The Library Project Policy board was responsible for the selection of three demonstration sites during Phase I. The summary of this selection process is found in Section 2.11 above. Three sites were selected: The St. Regis Mohawk Reservation in New York; the Standing Rock Sioux Reservation in North and South Dakota; and the Rough Rock Navajo Community in Arizona. All sites met the criteria listed in the Phase I proposal. As a group, they represent fairly typical points in the broad matrix of American Indian communities. Rough Rock is small, remote, and very traditional. It is also the home of the first Indian controlled school in modern times. Standing Rock is an example of a large reservation with a moderately acculturated population facing the problems of social and financial direction. Akwesasne is a moderately sized reservation with a diverse population ranging from traditional to progressive. It is doubtful if a better mix of reservation communities could have been developed for demonstration purposes.

Experience in working with these sites indicates that two additional social and political criteria would have been helpful in the selection process. More attention and time should have been given to the community to decide if they want library and information services. Discussion is an old Indian custom and future projects should make time to insure that community consensus is attained before library and information service is initiated. The lack of strong consensus delayed development to some degree on all sites, and became a political issue between progressive and traditional factions at Akwesasne.

A second criteria stating that tribal government commit itself to actively participate in the development of the management of the library services program would have been helpful. If this had been stressed more at the outset of the Project many of the administrative problems, particularly those of board development, community input, and peer pressure, could have been avoided or dealt with more directly.

3.2 Assessment of Informational Needs

The informational needs assessment was carried out by a contract with the Bureau of Field Studies of the University of Minnesota. It is described in Sections 2.12, 2.13, and 2.14 above. The validity of the informational needs assessment instruments is unquestioned. They were developed by Indian educators with broad experience in American Indian communities. Further, they were field tested and approved by the communities in which they were used. The primary and secondary samples, which were administered to all school students on each reservation, are also valid. The sampling technique with the teachers appears to be valid as well.

Specific criticisms of the samples used in the informational needs assessment can be made. At Akwesasne some adult residents on the American side were not included in the random sample, which questions the validity and reduces the reliability of the adult survey at Akwesasne. Also the fact that the Rough Rock community adult sample was so small and appeared to consist primarily of persons related to the school, reduces the reliability of that portion of the needs assessment as well. Above all, more time should be permitted in future projects to allow the local community to make input to the survey design. While the general model developed by the University of Minnesota² is excellent, modification to meet local requirements would have increased its applicability and acceptability in the communities surveyed. It is recognized that the time constraints on the Phase I contractor due to late funding eliminated any real possibility of allowing significant local input. In this author's mind, there is also some question as to the limited nature of informational needs addressed in the survey. Emphasis was primarily on survival information and many kinds of information offered in libraries were omitted. For example, no questions were asked regarding the interest of Indian people in recreational reading. The model "Designs for Library Services" are limited in their applicability. Due to the fact that Phase I of the

Project was not funded until October, the designs were done in great haste at the end of Phase I. Further, no budget constraints were put on the people who developed the designs. Consequently, their application during Phase II was limited.

Despite these technical problems, the informational needs assessment, the inventories, and the designs assisted the staff by providing detailed information on informational needs, present capacities, and outreach strategies that could be used during the operational phases of the project. With proper control and sufficient time this process appears to be an essential first step in developing Indian library service in any community.

3.3 Organization and Administration

The organizational and administrative structure is described in Chapter II as it applies to the Central Office and the sites. This section deals with the results of the organization and administration. In the Central Office, the Library Project Policy Board provided effective input into Library Project operations. They were particularly effective in dealing with political issues, site selection, and proposal review. They have not, however, been able to make significant input into the programmatic aspects of the Library Project due to time constraints, changing membership and responsibility for all other NIEA programs. If, in the future, a similar project is developed by a national organization, it would be worthwhile to consider establishing a separate board with continuity throughout the project's life-span and responsible only for the operations of that project.

Central Office personnel were organized in a normal line authority structure. This arrangement was adequate for the purposes of the Library Project. The primary problem in Central Office staff was consistently that of communications. The fact that the Central Office was remote from all the sites made it difficult to communicate, initiate new programs, and receive feedback from the community. The effectiveness of technical assistance was dissipated by the fact that it took a day to reach each site and a day to return. While the concept of a nationwide project was an excellent one for the initial demonstration program in American Indian library service, it would be worthwhile to encourage future projects to limit their geographical area served. This would effectively reduce cost in terms of travel time and administrative staff.

At Akwesasne the organization and administration were strong throughout the project. The Board of Directors of the Library-Culture Center was committed at the outset and developed their abilities dramatically throughout the Project. Their commitment to provide library service at Akwesasne has remained. The library and museum staff at Akwesasne is under the direction of a Director and operates in a typical line organization pattern. There has been some confusion among the administrators of the several grants in the Library-Culture Center: library, museum, and Right To Read. As each area has been funded, it has been typical for the person in charge of that area to refuse to report to anyone but the Board. This creates problems for the Board in that it has several people reporting to it. With the exception of this one small problem, the internal organization and administration of the Library Project at Akwesasne has been excellent. We do, however, hesitate to recommend this as the model for all other American Indian library service. This is due to the fact that community conditions and psychological make-up of each Indian community is different.

One extremely difficult problem did surface at Akwesasne in terms of the local organization and administration: factionalism. The Library Project entered the situation without a full awareness of the basis of factionalism at Akwesasne. It contracted to develop a library with the existing Board, which was representative primarily of one faction. This led to a difficult political situation, described in the Evaluation, that still remains to be solved. The basic key, however, is that a thorough investigation of the political and social structure of the local reservation should be made before library and information service is initiated.

Three different organizational and administrative structures have been tried at Standing Rock during Phases II, III, and IV. During Phase II the reservationwide Advisory Education Committee was responsible for Library Project input and control. Due to a great many other responsibilities and very limited time constraints, insufficient input was derived to secure library functioning and direction. As a result, most of the informal administration took place directly between site staff and the Central Office. During Phase III, an independent library board was established by the Tribal Council. Although it worked hard and made a great deal of input into the local

administrative aspects of the Library Project, it lacked sufficient political clout to be able to intervene for the Standing Rock Library or develop sufficient support in the communities. During Phase IV, the Library Project was under the administrative control of Standing Rock Community College. This arrangement appears to be the most promising for the Standing Rock Reservation. The Board of Directors of the Community College are concerned about the development of library and informational services across the reservation. In addition, their more limited role allows them to take time to work on library concerns. The fact that the Standing Rock Community College also employs administrative personnel who assist the library in its day to day problems by making policy and administrative input is helpful.

The administration and organization at Rough Rock varied to some degree between the three phases of the Library Project. During Phase II, the School Board appointed an advisory committee. Interest in and attendance at meetings of this committee, however, was limited and resulted in no effective input. The local librarian was somewhat alienated from the adults in the community and was unable to develop an effective working relationship with this advisory committee. During Phase III, the School Board itself made the policy decisions for the Library Project. Due to its many other concerns and its very limited time constraints, this Board was able to provide effective policy decisions only. It did not provide any community input or help in developing operational components. During Phase IV, the Parent Advisory Committee of the elementary school was assigned the responsibility of working with the Library Project. An arrangement was worked out whereby one day-long library meeting was held on a quarterly basis and the Library had the right to bring up short questions of policy at the other meetings of the Parent Advisory Committee. This arrangement appears to be relatively satisfactory in that the board members attend the meetings because they are paid, at least one day per quarter is spent on planning operational components for the library, and effective policy input is made. The more limited role of the Parent Advisory Committee allows them to spend more time on the Library Project proper.

It is important to note that the administrative and operational structure at Akwesasne was established before the NIEA Library Project came into that community. Difficult problems of administration and organization had already been answered by the Akwesasne Library-Culture Center. In addition, the board and the staff were convinced that they wanted

the Library Project and they knew exactly what they were going to do with it. In the other two communities, libraries were essentially nonexistent before the implementation of the Library Project. Therefore, it has been necessary to develop organizational and administrative structures. This has been a learning experience on both sides. While it is impossible to say that the organizational and administrative structures have found their final form, a number of alternatives have been worked out, community interest has been evolving, and there appears to be a probability of establishing some final structure in the future. One problem in this area that inhibits the development of organization and administration is the lack of steady funding. Many Indian people at this point in time are quite reluctant to participate wholeheartedly in something that does not have continuing support. Funding problems are discussed in Chapter IV.

3.4 Dissemination

Two types of dissemination efforts were made by the NIEA Library Project, those from the Central Office and those to residents on the sites. The Central Office dissemination effort, consisting of press releases and publications, has been very successful. In Phase IV alone, over 800 requests for Library Project publications have been received from libraries, tribal councils, tribal education leaders, as well as Indian and non-Indian individuals. Some of these have been accompanied with requests for technical assistance. Where feasible, these requests have been answered. The concept of monthly press releases has also increased the interests in Indian libraries in the Indian and library communities. The results of these dissemination efforts certainly overcome contentions that Indians are not interested in library and information services.

On site dissemination efforts have also been quite successful. The concept of a weekly newsletter and/or radio show providing survival information has been most effective at Akwesasne and Standing Rock. Library and information service on an Indian reservation should contain some component for the dissemination of locally created information to the community at large. The publication programs at Akwesasne and Standing Rock have met with success. The concept of the services guide at Standing Rock has been most effective. Not only did it encourage library use and intelligent inquiry into available services by the residents, it also provided the tribe

with its first real insight of the total number and type of programs being offered on the Standing Rock Sioux Reservation. The concept of a popular level bibliography such as Mohawk People: Past and Present, has had a more limited success. Its goal was to encourage library use. It has attracted some new library users by advertising an area of high interest, Mohawk culture and life, but it may not be cost effective. Akwesasne has had more success with its publication entitled Akwesasne, which describes the services available from the Library-Culture Center, the Tribal Council, and others. (See Appendix 10).

3.5 Recruitment and Training

Staff at the Akwesasne site has been steady and competent. The Board has exercised excellent judgement in personnel selection. A college-level LMTA program has been successfully implemented for the staff. They have also taken a great deal of interest in workshops and other in-service training. In short, the staff at Akwesasne is well trained and capable.

Personnel turnover has been a problem at Standing Rock as has the difficulty of obtaining qualified trainers and arranging training sessions. Very few librarians live in North Dakota. In order to attack this problem, the Library Project did prepare and the Office of Education did authorize funding for a year-long training program which would provide the library training required for an LMTA certificate. Unfortunately, the local college, Bismarck Junior College, refused to accept the grant. Therefore the staff remains to some extent untrained. During Phase IV, it was noted that the staff quality improved as did their stability. It can be anticipated that if sufficient training can be provided, the existing staff will become fully effective. Their attitude towards training is good and they would very much like to have it.

Rough Rock has been staffed by professionals since its inception. Once again the problem of remoteness enters the picture in the availability of in-service training. Nonetheless, the staff at Rough Rock has been able to operate at a professional level throughout the Project.

Two key findings have been made in the area of recruitment and training: (1) use of indigenous personnel is essential; and (2) on-site training should be an integral part of any implementation program. Local personnel are essential because they can relate closely with the community served. Also, use of local personnel encourages local commitment to and comfort in using the library. It also reduces

staff turnover. On-site training is essential to train the local personnel as para-professionals. Local personnel then use their intimate acquaintance with the community as a guide in deciding which library skills to apply. Two problems have emerged in using non-Indian professionals to deal directly with Indian communities: the amount of time required to attain sensitivity to the community is long, and personnel turnover is high due to frustration, isolation, and community pressure.

3.6 Facilities and Equipment

Facilities and equipment in the majority of sites is adequate to meet the current needs. Akwesasne has a very well equipped and spacious library. It was, however, unable to implement a production center due to the restriction of equipment funds during Phases III and IV of the NIEA Library Project. Standing Rock has excellent facilities in Cannonball and will have them in Fort Yates when it moves into a community library facility expressly designed for that purpose. Little Eagle and Bullhead facilities are inadequate and will remain so until construction of the new school facility planned for those communities. Video development was also limited at Standing Rock due to the elimination of equipment budgets in Phases III and IV of the NIEA Library Project. Rough Rock has adequate facilities and equipment. These are located in the elementary school and this is a problem in terms of evening use as well as access by the community. At some point in the future, the community should consider the possibility of a library facility off the school grounds.

Table 12 is a comparison of Phase I and Phase IV equipment. A.L.A. Standards for Small Public Libraries are shown where applicable.

TABLE 12
DEVELOPMENT OF FACILITIES AND EQUIPMENT
AKWESASNE SITE

1. Facilities

Item	Phase I	Phase IV	ALA Standard
Heating System	Forced Air- Oil Furnace	Same	Forced air or hot water
Ventilation System	None	Air Cond.	Not Specified
Lighting System	Electrical, Fluorescent	Electrical Fluorescent	Electrical, 70 foot candles
Total Square Footage	3,200 sq.ft.	2,870 sq.ft.	2,500 sq.ft.
Small Group Rooms	2 (temp.)	1	Not Specified
Storage Area	None	None	Not Specified
Office Area	None	550 sq.ft.	300 sq.ft.
Media Production Area	None	None	Not Specified
Book Storage Area	1,520 sq.ft.	1,165 sq.ft.	1,000 sq.ft.
Direct access to Toilet Facilities	No	No	Yes

2. Equipment - Akwesasne

Item	Phase I	Phase IV	ALA Standard
Reading Stations	28	35	16
Shelving (linear ft.)	700	1054	1300
Card catalog	1-12 drawer	1-30 drawer 1-12 drawer	Yes
Circulation Desk	1	1	N.S.
Office Desks	1	3	N.S.
Storage Equipment	1 file cabinet	3 file cabinets, 2 stor. cab. AV storage	N.S.
16 mm. projectors	0	1	N.S.
8 mm. projectors	0	0	N.S.
2 x 2 slide pro- jectors	0	1	N.S.
Filmstrip projectors	0	1	N.S.
Sound-filmstrip projectors	0	0	N.S.
Overhead projectors	0	1	N.S.
Opaque projectors	0	0	N.S.
Filmstrip viewers	0	7	N.S.
Slide viewers	0	0	N.S.
TV receivers	0	0	N.S.

Equipment (continued)

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	0	0	N.S.
Cameras	0	2	N.S.
Record Players	0	4	N.S.
Audiotape recorders	0	4	N.S.
Listening stations	0	12	N.S.
Projection screens	0	2	N.S.
Videotape recorders	0	0	N.S.
Videotape cameras	0	0	N.S.
Typewriters	2	1	N.S.

DEVELOPMENT OF FACILITIES AND EQUIPMENT

STANDING ROCK SITES

1. Facilities - Fort Yates

Item	Phase I	Phase IV	ALA Standard
Heating System	N O T	Forced Air	Forced Air or Hot Water
Ventilation System		Central Air	N/A
Lighting System		Electrical, Fluorescent	Electrical, 70 foot candles
Total Square Footage	I N O P E R A T I O N	1,952 sq.ft.	2,500 sq.ft.
Small Group Rooms		None	N/A
Storage Area		171 sq.ft.	N/A
Office Area		161 sq.ft.	300 sq.ft.
Media Production Area		None	N/A
Book Storage Area		750 sq.ft.	1,000 sq.ft.
Direct Access to Toilet Facilities		Yes	Yes

2. Equipment - Fort Yates

Item	Phase I	Phase IV	ALA Standard
Reading Stations	N O T	39	16
Shelving (linear ft.)		1092	1300 plus 1 ft. for every 8 books over 10,000
Card catalog		1 - 15 drawer	"Appropriate catalogs pro- vided."
Circulation Desk	O P E R A T I O N	Yes	N/A
Office Desks		2	N/A
Storage Equipment		Shelving in storage room	N/A
16 mm. projectors		0	N/A
8 mm. projectors		0	N/A
2 x 2 slide pro- jectors		0	N/A
Filmstrip projectors		0	N/A
Sound-filmstrip projectors		0	N/A
Overhead projectors		0	N/A
Opaque projectors		0	N/A
Filmstrip viewers		0	N/A
Slide viewers		0	N/A
TV receivers		0	N/A

Equipment (continued) - Fort Yates

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	N O T	0	N/A
Cameras		0	N/A
Record Players		0	N/A
Audiotape recorders	I N O P E R A T I O N	1	N/A
Listening stations		0	N/A
Projection screens		0	N/A
Videotape recorders		0	N/A
Videotape cameras		0	N/A
Typewriters		2	N/A

1. Facilities - Cannonball

Item	Phase I	Phase IV	ALA Standard
Heating System	N O T	forced air	forced air or hot water
Ventilation System		windows	N/A
Lighting System	I N	fluorescent	70 ft. candles at reading surface
Total Square Footage	O P E R A T I O N	629 sq.ft.	2000 sq.ft.
Small Group Rooms		None	N/A
Storage Area		Yes	N/A
Office Area		120 sq.ft.	300 sq.ft.
Media Pro- duction Area		Yes	N/A
Book Storage Area		400 sq.ft.	"Space must be provided for storage of local history mater- ials."
Direct access to toilet facilities		Yes	Yes

2. Equipment - Cannonball

Item	Phase I	Phase IV	ALA Standard
Reading Stations	N O T I N O P E R A T I O N	12	16
Shelving (linear ft.)		612	1300 linear ft.
Card catalog		8 drawer	"Appropriate catalog pro- vided."
Circulation Desk		Yes	N/A
Office Desks		1	N/A
Storage Equipment		2 vert. files 1 storage	N/A
16 mm. projectors		2	N/A
8 mm. projectors		1	N/A
2 x 2 slide pro- jectors		0	N/A
Filmstrip projectors		1	N/A
Sound-filmstrip projectors		2	N/A
Overhead projectors		2	N/A
Opaque projectors		0	N/A
Filmstrip viewers		3	N/A
Slide viewers		0	N/A
TV receivers		0	N/A

Equipment (continued) - Cannonball

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	N	0	N/A
Cameras	O	0	N/A
Record Players	T	0	N/A
Audiotape recorders	I	1	N/A
Listening stations	N	6	N/A
Projection screens-	O	3	N/A
Videotape recorders	P	1	N/A
Videotape cameras	E	0	N/A
Typewriters	R	1	N/A
	A		
	T		
	I		
	O		
	N		

1. Facilities - Little Eagle

Item	Phase I	Phase IV	ALA Standard
Heating System	N O- T I N O P E R A T I O N	Steam	Forced air or hot water
Ventilation System		Windows	N/A
Lighting System		Fluorescent	70 Ft. Candles at reading surface
Total Square Footage		264 sq.ft.	2000 sq.ft.
Small Group Rooms		None	N/A
Storage Area		None	N/A
Office Area		40 sq.ft.	300 sq.ft.
Media Pro- duction Area		None	N/A
Book Storage Area		110 sq.ft.	"Space must be provided for stor- age of local his- tory materials"
Direct access to toilet facilities		No	Yes

2. Equipment - Little Eagle

Item	Phase I	Phase IV	ALA Standard
Reading Stations	N	8	16
Shelving (linear ft.)	O T	180 ft.	1300 linear ft.
Card catalog	I N	4 drawer	"Appropriate catalog provided"
Circulation Desk	O P	None	N/A
Office Desks	E R	1	N/A
Storage Equipment	A T	None	N/A
16 mm. projectors	I O	0	N/A
8 mm. projectors	N	0	N/A
2 x 2 slide pro- jectors		0	N/A
Filmstrip projectors		0	N/A
Sound-filmstrip projectors		0	N/A
Overhead projectors		0	N/A
Opaque projectors		0	N/A
Filmstrip viewers		0	N/A
Slide viewers		0	N/A
TV receivers		0	N/A

Equipment (continued) - Little Eagle

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	N O T	0	N/A
Cameras	T	0	N/A
Record Players	I N	0	N/A
Audiotape recorders	O P E R A T I O N	0	N/A
Listening stations		0	N/A
Projection screens		0	N/A
Videotape recorders		1	N/A
Videotape cameras		1	N/A
Typewriters		1	N/A

1. Facilities - Bullhead

Item	Phase I	Phase IV	ALA Standard
Heating System	N O T I N O P E R A T I O N	Steam	Forced air or hot water
Ventilation System		None	N/A
Lighting System		Fluorescent	70 ft. candles at reading surface
Total Square Footage		350 sq.ft.	2000 sq.ft.
Small Group Rooms		None	N/A
Storage Area		None	N/A
Office Area		40 sq.ft.	300 sq.ft.
Media Production Area		None	N/A
Book Storage Area		150 sq.ft.	"Space should be provided for storage of local history material."
Direct access to toilet facilities		No	Yes

2. Equipment - Bullhead

Item	Phase I	Phase IV	ALA Standard
Reading Stations	N O	16	16
Shelving (linear ft.)	T	206 ft.	1300 plus 1 ft. for every 8 books over 10,000
Card catalog	I N	None	"Appropriate catalog pro- vided."
Circulation Desk	O P E R A T I O N	None	N/A
Office Desks		1	N/A
Storage Equipment		None	N/A
16 mm. projectors		0	N/A
8 mm. projectors		0	N/A
2 x 2 slide pro- jectors		0	N/A
Filmstrip projectors		0	N/A
Sound-filmstrip projectors		0	N/A
Overhead projectors		0	N/A
Opaque projectors		0	N/A
Filmstrip viewers		0	N/A
Slide viewers		0	N/A
TV receivers		0	N/A

Equipment (continued) - Bullhead

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	N	0	N/A
Cameras	O	0	N/A
Record Players	T	0	N/A
Audiotape recorders	I	0	N/A
Listening stations	N	0	N/A
Projection screens	O	0	N/A
Videotape recorders	P	0	N/A
Videotape cameras	E	0	N/A
Typewriters	R	1	N/A
	A		
	T		
	I		
	O		
	N		

DEVELOPMENT OF FACILITIES AND EQUIPMENT

ROUGH ROCK SITE

1. Facilities

Item	Phase I	Phase IV	ALA Standard
Heating System	Steam	Steam	Forced Air or Hot Water
Ventilation System	None	None	N/A
Lighting System	Electrical, fluorescent	Electrical, fluorescent	70 ft.candles at reading surface
Total Square Footage	1,734 sq.ft.	2,451 sq.ft.	2,000 sq.ft.
Small Group Rooms	Two: 120 sq.ft. and 180 sq.ft.	One: 120 sq.ft.	N/A
Storage Area	144 sq.ft.	144 sq.ft.	N/A
Office Area	180 sq.ft.	180 sq.ft.	300 sq.ft.
Media Production Area	375 sq.ft.	375 sq.ft.	N/A
Book Storage Area	1,632 sq.ft.	1,632 sq.ft.	
Direct Access to Toilet Facilities	No	No	Yes

2. Equipment - Rough Rock

Item	Phase I	Phase IV	ALA Standard
Reading Stations	N/A	28	16
Shelving (linear ft.)	414	894	1300 plus 1 ft. for every 8 books over 10,000
Card catalog	15 drawer	15 drawer	"Appropriate catalogs should be provided."
Circulation Desk	Yes	Yes	N/A
Office Desks	None	1	N/A
Storage Equipment	1 file cab- inet	1 file cab- inet	N/A
16 mm. projectors	3	6	N/A
8 mm. projectors	0	2	N/A
2 x 2 slide pro- jectors	3	3	N/A
Filmstrip projectors	3	3	N/A
Sound-filmstrip projectors	3	2	N/A
Overhead projectors	3	4	N/A
Opaque projectors	1	1	N/A
Filmstrip viewers	3	3	N/A
Slide viewers	2	2	N/A
TV receivers	5	3	N/A

Equipment (continued) - Rough Rock

Item	Phase I	Phase IV	ALA Standard
Micro-projectors	0	9	N/A
Cameras	0	1	N/A
Record Players	10	10	N/A
Audiotape recorders	3	11	N/A
Listening stations	0	6	N/A
Projection screens	2	4	N/A
Videotape recorders	3	4	N/A
Videotape cameras	1	3	N/A
Typewriters	1	1	N/A

3.7 Collection Development and Organization

At the Akwesasne Library, collection development and organization have been excellent. The print collection has received a good deal of attention over the three operational phases of the Library Project. The Collection Policy has enabled the library to develop in a planned manner. The addition of LSCA funds and other outside funding have enabled the staff to develop a large non-print collection and upgrade the existing print collection far beyond the limited means of the NIEA Library Project.

Standing Rock has good collections for the use of its school children. Outside funding again has allowed the development of these library resources. Standing Rock also used its collection plan to select and organize its collections effectively. The color code system used at Standing Rock has proved to be effective with small collections. One still faces the problem, however, once a collection gets above 6-7,000 volumes or is intended for research, of providing sufficient access. The color code did, however, enable first time library users to use the collection without fear. In this it was effective. It also greatly reduced the amount of staff time required for processing.

Rough Rock did not evolve a collections development policy. Selections were made, however, on the basis of information provided in the needs assessment and input of the local librarian. Collections were less well developed here than elsewhere due to the lack of outside money for materials. After considering several organizational schemes, the Rough Rock site has opted for a color code system essentially the same as that used at Standing Rock. Once again they feel that this system allows effective access for the community and school by reducing the social trauma of learning to use a formally organized library. Collections development for all three sites is shown in Table 13.

Table 13
Collections Development, Phases I - IV

Site	Phase I*	Phase II	Phase III	Phase IV
<u>ROUGH ROCK</u>				
Books	2,000	NA	5,500	6,840
Mag. Titles	10	NA	70	25
Films, 16 mm.	1	NA	0	0
Filmstrips	33	NA	60	25
Video tapes	61	NA	80 hours	96 hours
Records	0	NA	35	150
Audio tapes	0	NA	130	132
<u>STANDING ROCK -</u>				
<u>FORT YATES</u>				
Books	0	1,677	4,500	2,491
Mag. Titles	0	94	91	70
Films, 16 mm.	0	0	0	0
Filmstrips	0	0	0	0
Audio tapes	0	0	27	17
Records	0	0	9	22

* existing prior to NIEA involvement

Collections Development, Phase I - IV
(continued)

Site	Phase I*	Phase II	Phase III	Phase IV
<u>STANDING ROCK -</u>				
<u>CANNONBALL</u>				
Books	0	2,374	4,000	3,321
Mag. Titles	0	70	73	73
Films, 16 mm.	0	0	0	0
Filmstrips	0	66	70	82
Audio tapes	0	25	25	21
Records	0	11	11	4
<u>BULLHEAD</u>				
Books	0	NA	3,608	3,741
Mag. Titles	0	NA	81	81
Films, 16 mm.	0	NA	0	0
Filmstrips	0	NA	0	0
Audio tapes	0	NA	0	0
Records	0	NA	0	0
<u>LITTLE EAGLE</u>				
Books	0		4,711	4,849
Mag. Titles 1	0		76	76
Films, 16 mm.	0		0	0
Filmstrips	0		0	0
Video tapes	0	31	63 hours	74 hours
Records	0		0	0

* existing prior to NIEA involvement

Collections Development, Phase I - IV
(continued)

Site	Phase I*	Phase II	Phase III	Phase IV
<u>AKWESASNE</u>				
Books	6,493	11,592	12,039	10,961
Mag. Titles	10	59	88	103
Films, 16 mm.	0	0	5	17
Filmstrips	0	19	98	276
Audio tapes	0	39	32	103
Records	1	0	25	416

* existing prior to NIEA involvement

3.8 Special Collections and Materials

Akwesasne developed two special collections during the operation of the Library Project. A special collection of materials on Mohawk life and culture was developed and is catalogued. A special bibliography is available in the library for those wishing to use this material. Also during Phase IV several slide programs on Mohawk culture as well as arts and crafts were produced. These are used in the center as introductions for outsiders and to provide technical information to the culture classes. Outside the Library-Culture Center they are loaned to nearby schools and organizations to use.

Standing Rock has developed several special collections including the tribal archives and the video materials. The archives are being used more and more as a resource by the community residents to settle their local problems. The information gathered on service agencies, which at this time is adjacent to the tribal archives, is also being used as a means of access to needed services and for general survival information. The video materials produced at Little Eagle now consist of some 74 hours of video tape.

Rough Rock's special collection of American Indian materials remains in very high demand. The problem in this community is simply keeping the special American Indian materials. Video tape collection now consisting of 96 hours of video tape continues to be the primary special collection of use. Supplementary audio tapes are also available.

The experience gained in using video tape leads us to conclude that it is effective in all American Indian communities, especially as a tool to develop local information. Its usefulness is directly related to the amount of literacy in the community and the degree to which local people use their native language. It appears to be the most flexible and worthwhile program unit within the Library Project as far as developing local materials is concerned.

Information on the collections of the libraries is indicated in Tables 13 and 14. Table 13 indicates size, the growth of collections and their existing size. Table 14 indicates the size of the collection in each informational need category which was assessed during Phase I. It would be important to note here the discrepancy between collection size and informational priority is due to two factors: (1) the commercial availability of materials and (2) staff input and assessment of informational need based on use and assessed community interest.

TABLE 14
 ASSESSED INFORMATIONAL NEEDS
 IN RELATION TO COLLECTION
 SIZE, PHASE IV

1. Akwesasne

Subject	Collection Size	Adult Priority	Secondary Priority	Elementary Priority
Health and Safety	70	1	5	1
Occupational and Vocational Information	38	2	1	NA
Service Agencies	101	3	6	NA
Family Life	80	4	4	8
Consumer Information	237	5	7	3
Legal and Civil Rights	23	6	2	NA
American Indians in Urban Society	2	7	3	6
General Education	4,784	8	10	5
American Indian Culture	982	9	8	2
Recreation	142	10	9	4
Contemporary Events	110	11	11	7
Other	4,473	NA	NA	NA

2. Standing Rock

Subject	Collection Size	Adult Priority	Secondary Priority	Elementary Priority
Legal and Civil Rights	137	1	2	NA
Occupational and Vocational	265	2	3	NA
Health and Safety	304	3	1	4
Service Agencies	168	4	7	NA
American Indian Culture	874	5	11	2
General Education	4982	6	4	1
Indians in Urban Society	14	7	6	6
Consumer Information	107	8	10	7
Contemporary Events	81	9	8	5
Recreation	116	10	9	3
Family Life	65	11	5	8
Other	7081	NA	NA	NA

3. Rough Rock

Subject	Collection Size	Adult Priority	Secondary Priority	Elementary Priority
Legal and Civil Rights	23	1	1	NA
American Indian Culture	1,093	2	2	6
Service Agencies	32	3	5	NA
Occupational and Vocational	87	4	6	NA
General Education	3,076	5	3	1
Family Life	30	6	8	8
Health and Safety	82	7	10	7
Contemporary Events	60	8	9	5
Consumer Information	25	9	7	2
American Indians in Urban Society	2	10	4	3
Recreational	53	11	11	4
Other	2,277	NA	NA	NA

3.9 Outreach and Use Strategies

Library use at the three sites ranged from equal to five times national per capita circulation. Thus, it may be stated with certainty that outreach and use strategies can be successfully designed to encourage American Indians to use library and information resources. At Akwesasne, it was found that the newsletter, radio show, bookmobile, deposit collections, culture classes, children's story hours, consumer education classes, and normal library circulation were all effective strategies for encouraging library use. The use of a community worker encouraged library use but did not prove to be a continuing requirement. While very useful in the initial phases of library service, it tended to have a neutral effect once the residents were turned on to using the Library.

The radio, newsletter, children's story hours, puppet shows, video show production, film festivals and normal circulation were successful outreach strategies at Standing Rock.

At Rough Rock deposit collections were found to be unsuccessful in reaching the community because of the unfamiliarity of the community with print materials. The mobile learning center offers potential for meeting community informational needs, but the lack of a sustaining budget and personnel to develop materials for community use inhibited its effectiveness. The use of library periods for the school students was of mixed success. The students indeed became familiar with the library and its resources and used them on a regular basis. However, the lack of regular programming inhibited full effectiveness of the time. Table 15 gives the use statistics by program component during Phases III and IV. Table 16 reports the results of a Phase IV third quarter survey of use by informational need category.

Table 15

General Use Statistics by Program Component

Phases III - IV

Site	Phase III	Phase IV
A. Akwesasne		
Library Attendance	7,751	11,524
Library Circulation	5,541	9,315
Reference Questions		
In Library	1,446	2,021
On Telephone	2,123	1,022
Interlibrary Loans	426	297
Bookmobile Attendance	5,468	5,290
Bookmobile Circulation	9,568	8,108
Deposit Circulation	843	856
Films Borrowed	102	41
Arts Classes Attendance	953	560
B. Rough Rock		
Library Attendance	4,549	8,724
Library Circulation	3,275	3,546
Reference Questions		
In Library	319	482
On Telephone	70	31
Interlibrary Loans	1	0
Deposit Circulation	163	0
Film Programs		
Number	30	179
Total Attendance	1,250	2,324
Puppet Shows		
Number	23	0
Total Attendance	1,334	0
Adult Classes		
Number	0	24
Total Attendance	0	242
Video Programs		
Number	10	105
Total Attendance	295	1,118
Special Programs		
Number	2	0
Total Attendance	50	0

General Use Statistics by Program Component

Phases III - IV

(continued)

Site	Phase III	Phase IV
C. Standing Rock		
<u>Fort Yates</u>		
Library Attendance	5,506	7,544
Library Circulation	5,276	2,542
Reference Questions		
In Library	475	553
On Telephone	625	737
Interlibrary Loans	100	86
Deposit Circulation		
PHS	367	406
Community Center/DeTox	307	334
Home Visits	250	200
Special Programs Attendance	805	450
Radio Shows	52	50
Newsletters	51	36
<u>Cannonball</u>		
Library Attendance	4,553	6,332
Library Circulation	4,165	3,599
Reference Questions		
In Library	142	102
On Telephone	72	24
Interlibrary Loans	61	20
Home Visits	0	113
Special Programs Attendance	2,688	665
<u>Bullhead</u>		
Library Attendance	1,120	3,521
Library Circulation	1,104	1,180
Reference Questions		
In Library	114	77
On Telephone	63	28
Interlibrary Loans	2	56
Home Visits	0	63
Special Programs Attendance	250	340

General Use Statistics by Program Component

Phases III - IV

(continued)

Site	Phase III	Phase IV
C. Standing Rock (continued)		
<u>Little Eagle</u>		
Library Attendance	838	3,390
Library Circulation	1,051	3,584
Reference Questions		
In Library	461	805
On Telephone	61	56
Interlibrary Loans	3	11
Home Visits	404	138
Video Programs		
Number	63	99
Total Attendance	2,495	1,210

TABLE 16
ASSESSED INFORMATIONAL NEEDS
IN RELATION TO ACTUAL USE

Akwesasne

	Adult Use	Adult Priority	Secondary Use	Secondary Priority	Primary Use	Primary Priority
Health & Safety	16	1	3	5	0	1
Occupational & Vocational Information	17	2	15	1	NA	NA
Service Agencies	1	3	6	6	NA	NA
Family Life	0	4	0	4	0	8
Consumer Information	95	5	71	7	11	3
Legal & Civil Rights	0	6	0	2	NA	NA
American Indians in Urban Society	10	7	7	3	2	6
General Education	408	8	382	10	86	5
American Indian Culture	161	9	132	8	5	2
Recreation	140	10	136	9	8	4
Contemporary Events	0	11	4	11	0	7
Other (fiction)	1,025	NA	816	NA	352	NA

Standing Rock

	Adult Use	Adult Priority	Secondary Use	Secondary Priority	Primary Use	Primary Priority
Health & Safety	26	3	11	1	8	4
Occupational & Vocational Information	23	2	5	3	NA	NA
Service Agencies	10	4	0	7	NA	NA
Family Life	81	11	10	5	5	8
Consumer Information	81	8	0	10	0	7
Legal & Civil Rights	37	1	4	2	NA	NA
American Indians in Urban Society	89	7	17	6	2	6
General Education	454	6	121	4	769	1
American Indian Culture	420	5	72	11	393	2
Recreation	402	10	120	9	202	3
Contemporary Events	1,195	9	32	8	272	5
Other (fiction)	236	NA	180	NA	2,326	NA

Rough Rock

	Adult Use	Adult Priority	Secondary Use	Secondary Priority	Primary Use	Primary Priority
Health & Safety	3	7	0	10	0	7
Occupational & Vocational Information	0	4	0	6	NA	NA
Service Agencies	0	3	0	5	NA	NA
Family Life	0	6	0	8	0	3
Consumer Information	22	9	0	7	0	2
Legal & Civil Rights	0	1	0	1	NA	NA
American Indians in Urban Society	46	10	25	4	17	3
General Education	0	5	196	3	270	1
American Indian Culture	38	2	64	2	116	6
Recreation	48	11	154	11	116	4
Contemporary Events	0	8	20	9	25	5
Other (fiction)	97	NA	100	NA	90	NA

4.0 Local Autonomy

Local autonomy never had to be developed at Akwesasne as it was fully present before the Library Project was initiated. Several administrative features of the NIEA Library Project, in fact, limited local autonomy de facto. An example of this was the decision not to sub-contract during Phase II. This action was taken due to federal restrictions on tax free organizations, but it did not make the people at Akwesasne very happy. The discussion under 3.1 - Selection of Sites, on factionalism, has a bearing here as well. Although the site and the board with which the Library Project worked are and have been locally autonomous, they do not represent the entire community.

At Standing Rock the difficulty of developing a stable organizational and administrative structure has limited the development of local autonomy. Central Office had to assume responsibilities which are basically local in nature throughout Phases II and III due to the lack of indigenous leadership and responsibility. The Community College Board and administrative structure, in use during Phase IV, have enabled the Library Project to develop local autonomy. This is still not perfected as yet, but the development is well underway.

At Rough Rock the site also has been essentially autonomous during the three phases of the Library Project. The problem has been that although it is autonomous, it has not been able to develop sufficient local responsibility. This situation has been positively effected during Phase IV by the addition of a Navajo librarian and the naming of the Parents Advisory Committee to serve as the local board. However, a great deal still remains to be done.

In future projects of this nature, increased emphasis of local autonomy during the selection process, as mentioned in 3.1 above, will encourage improved local autonomy from the start.

4.1 Funding

The lack of guaranteed funding for the NIEA Library Project over the four phases has been a detrimental factor in project development. Each phase had to be planned as potentially the last. This created duplication of effort and waste through hasty action. Multi-year projects

should receive some assurance of their continued funding at the outset. Also, the lack of established collections, facilities, and equipment meant the Library Project had to purchase these materials.

The lack of substantial sustained and continuing funding specifically for American Indian library service in general also creates a detriment to the project. Significant amounts of staff time had to be spent in seeking outside funding for basic input. The lack of continuing and sustained funding for American Indian library service reduces the impact of this program because other Indian communities who are interested in initiating library services have no assurance that they will be able to be funded past an initial program. This must be cleared up in the future. Evidence of staff preoccupation with funding is shown in the Appendix 14 which lists the number of proposals written by and funded to the NIEA Library Project.

4.1 Production Centers

Production centers were found to have a positive effect on the ability of the local libraries to meet the informational needs of the communities that they serve. At Akwesasne, the failure of a slide tape production center has been described under Section 2.22 above. The difficulty of combining all the features in producing a sound filmstrip or slide tape appeared to be beyond the capacities of the staff. At Standing Rock and Rough Rock the usefulness of audio and video programming were effectively demonstrated. It seems apparent that future programs must include necessary resources capable of producing video and audio materials. The necessity of obtaining these production centers increases as the English speaking ability and English literacy rate decline and the use of the native language increases.

4.3 Technical Assistance to States

Technical assistance to states was provided to Wisconsin and Wyoming to develop state-wide plans for Indian library services. This process has shown itself to be a most effective method of initiating the development of Indian library service, getting Indians and librarians together to discuss information needs. The experience with Wisconsin indicates that when the state contains an intertribal agency, this agency is the one to work with in developing a state plan. The failure to attract Iowa indicates that the commitment of the state library to serving minority peoples is essential for state plan success.

4.4 National Program

It is still too early to judge the effectiveness of the national program. Indicators of success will be a specific White House Conference on Indian library service, and the passage of continued and sustaining support for American Indian library service by the federal government.

4.5 Generalizations

On the basis of the experience of the National Indian Education Association Library Project, the following generalizations are made:

1. Indian people do make use of library and information services, if available. Data collection from NIEA Library Project sites indicates use at these sites to be from equal to five times the national average. Three areas appear to receive highest use: survival skills, Indian heritage, and school related use.
2. Indian people have failed to insist on library service because they have not been exposed to it. At each site the Library Project has had to show what library and information service is and what it can do for Indian people. As more are exposed, demand continues to grow.
3. Differences exist among Indian communities, and these differences must be reflected in library and information services. Each community served by the Library Project has different community goals and world views. No monolithic plan or program of services will be able to meet all Indian needs.
4. Local Indian control and commitment are essential. The success of each site is directly related to the commitment of local leaders and the degree of local input.
5. Materials vitally needed by Indian communities do not exist or cannot be obtained using local resources. Remote Indian communities are not good locations in which to find selection tools. If present, small budgets for materials and lack of familiarity with acquisition methods preclude their purchase. In addition, locally needed, commercially non-available materials must be produced by libraries serving Indian people in a language and format locally useful.
6. Indian personnel and on-site training are necessary for successful Indian library and information services. Local residents trained as para-professionals are required for successful Indian library service in any community.

7. No responsibility for Indian library and information service exists. The NIEA Library Project has found most state and local governments to be reluctant or prohibited by law from using tax monies to support library and information services on tax-free lands (reservations). The Federal Government has no specific program to provide Indian people with library and information service. It is our opinion that the Federal Government is not living up to its treaty obligations to provide health, education, and welfare, in that it has not provided funds for library and information services for Indian people.

Chapter IV - Recommendations

Two types of recommendations are made in this chapter. The first set of recommendations is composed of specific recommendations for participants in the NIEA Library Project: Akwesasne Library-Culture Center; Standing Rock Sioux Tribe; Rough Rock Demonstration School; National Indian Education Association; and the Office of Education. The intent of these recommendations is to improve existing performance and encourage continued development. It is believed that these specific recommendations can be achieved with existing resources. The second set of recommendations are general suggestions designed to encourage the continuing development of Indian library service nationwide. These suggestions will require changes in law, administrative priorities, and funding patterns.

5.1 Specific Recommendations

5.11 Akwesasne Library-Culture Center

It is recommended that the Board of Directors of the Akwesasne Library-Culture Center maintain their excellent record of goal orientation in the development of library services for the Mohawk people of Akwesasne. It would facilitate good management to continue the practice of writing an operational plan each year. It would also be appropriate for this Board to contract with a local professional librarian for a specified amount of on-demand technical assistance throughout the year. It is also recommended that the Board of Directors consider the appropriateness of naming one director for all projects and operations of the Center. By doing this the Board will insure that it has a single, informed source from which to request action and to provide information to the Board.

NIEA Library Project staff consider that it is imperative that the Board of Directors of the Akwesasne Library-Culture Center make whatever adjustments are necessary to include as many factions as possible of the Akwesasne community in the operation and direction of the Library-Culture Center. It is particularly recommended that a representative of the traditional Mohawk people be included on the Board of Directors of the Library-Culture Center.

5.12 Standing Rock Sioux Tribe

It is recommended that the Tribal Council take action at their earliest possible convenience to develop and implement a locally designed organization and personnel structure for the Standing Rock Tribal Library. It is particularly recommended that job descriptions be developed and that a governing body be officially named at the earliest possible convenience. It is also recommended that standard operating procedures be developed which will insure personnel harmony and staff productivity.

It is recommended that the Tribal Library continue its policy of goal orientation by developing operational plans for the Tribal Library each year. It is also recommended that the Tribal Library contract directly with a local professional librarian to provide on-demand technical assistance.

It is imperative that the Standing Rock Tribal Library staff secure funding for both operations and training at the earliest possible moment.

5.13 Rough Rock

It is recommended that the Board of Directors of the Rough Rock Demonstration School take the necessary steps to establish a viable organizational structure and governing authority for the library at the earliest possible convenience. This step is necessary to insure continued functioning of the library in a cost-effective and efficient manner. Library staff should be directed to develop standard operating procedures, including collection policy and standard operating procedures for acquisitions, processing, circulation, and services to be provided. It is also recommended that the library continue to write and implement an annual operational plan in succeeding years.

5.14 National Indian Education Association

The NIEA Executive Committee should investigate the possibility of establishing a project or a series of project advisory committees to advise projects on matters of policy and direction. While the Library Project received excellent advice from the Executive Committee, which sat as the Library Project Policy Committee, the amount of input and the degree of interrelationship between the committee and the staff was insufficient. It is recognized

that the Executive Committee of NIEA has a very broad responsibility which limits its input for specific projects. It is also recognized that the membership on the NIEA Executive Committee changes annually, necessitating annual orientation of new officers. Therefore, we recommend the establishment of a project or a series of project committees which will have a continuing membership throughout the life of any individual project or a long term membership with over-lapping terms to provide direction to the projects of the Association.

The National Indian Education Association needs to make a policy decision as to whether or not it wishes to participate in future operational projects. By this it is meant whether or not NIEA wishes to continue to be involved in local Indian communities on a project or operational level. It is recognized that NIEA has a function and responsibility to conduct projects of a national scope, particularly in the area of research, planning and evaluation. There is some question as to whether or not it is appropriate for NIEA to be involved in operational projects on a local level.

NIEA should make every effort to continue to provide technical assistance in the development of Indian libraries. It is suggested that this assistance take three forms. NIEA should continue to provide published information on a regular basis on the development of Indian library service. It should work with states, intertribal councils and state Indian Education associations in developing programs of Indian library service on a state or regional basis. Also NIEA should continue to be a focus for assistance to individual tribes or Indian organizations desiring to initiate Indian library services. It is believed that Project ILSTAC will provide most of these components.

5.15 U. S. Office of Education

It is recommended that the Office of Education continue the efforts initiated by the NIEA Library Project in the development of American Indian library service. The staff of this project recommends that, on the basis of our experience, no further nationwide demonstration projects are required. It is highly recommended, however, that state and regional groups be allowed to develop demonstration projects similar in scope to the NIEA Library Project but within a smaller geographical area. This will allow for a better span of control and remove some of the communications problems faced by the Library Project. It

is also important that the Office of Education continue to provide a national technical assistance center for Indian library services on an on-going basis. This unit will be able to focus technical expertise in the evolving field of Indian library service. Within the Office of Libraries and Learning Resources, it is recommended that the Acting Director name an Indian officer or liaison to be responsible for encouraging the development of Indian library services. It is also suggested that the Office of Libraries and Learning Resources use administrative policy to: encourage state agencies responsible for LSCA and ESEA to assist in the development of Indian library services wherever possible; and coordinate efforts between Title II-B Training and II-B Research and Demonstration so that training projects are followed by demonstration projects and that demonstration projects have access to training.

As mentioned in the body of this report, a great deal of time and effort were wasted due to the fact that continuous funding was not guaranteed at the outset of the project. The Office of Education should attempt to improve its ability to tell projects the duration of the funding that they can guarantee and that which might be reasonable expected. It is also important that the Office of Education realize that in dealing with Indian projects, it will often be necessary to make modifications in standard operating procedures. One example is that of equipment money. In most projects funded by the Office of Libraries and Learning Resources, the amount of equipment that is necessary is small, due to the fact that the project is located in a larger institution and has access to this equipment on a rental or gratis basis. It is important to realize, however, that in Indian projects very little of this equipment will be available. Funds must therefore be provided to secure this equipment.

5.2 General Recommendations

1. Funding sources of a continuing nature must be developed for Indian library and information service. Library service as a function of education is a treaty right of American Indians. Without a long range program for Indian library service which recognizes this Federal responsibility, it is likely that Indian people will continue to be denied a service which is legitimately theirs.

2. Community input and sensitivity must be maintained at a very high level in order to insure the success of American Indian library service. The Library Project was among the first attempts to encourage local sensitivity and input. As a first effort it has made significant advances by involving local communities in the development of library and information service which meets their specific needs. It still falls short of perfection. Future programs should learn from Library Project errors and omissions and build on the base of experience developed by the Library Project.
3. Materials which meet the information and educational needs and which present a bicultural view of history and culture must be provided in appropriate formats, quality, and quantity to meet current and future needs. Libraries should produce their own materials if they are not available in a language or format used by most of the community. Libraries should also develop dissemination services which will get information effectively into the community, whether it be in print, audio or video.
4. Library programs as well as outreach and delivery systems must be created in each community served which will insure rapid access to information in a manner compatible with that community's social orientation. The Library Project has developed outreach and delivery systems which dovetail with the communities where those libraries exist. Future programs should build on the expertise developed by the Library Project as they develop programs in their own communities.
5. American Indian personnel trained for positions of responsibility are essential to the success of any program. Colleges and universities as well as vocational programs should be encouraged to devise and implement on-site programs to train Indians as para-professionals in library service. It is also important that increased professional training be provided in library schools.

Appendix 1

Bromberg, Erik. Media Services in the Bureau of Indian Affairs Schools - A Report and Recommendations. Albuquerque. Southwest Indian Polytechnic Institute, 1972.

PREFACE

The Bureau of Indian Affairs has been aware for some time now that restructuring of media services in BIA schools must take place. An article by Hildegard Thompson, Director of Education Programs for the BIA, well over a decade ago, indicated the importance of the Media Center. Vic Hill, while serving as an assistant to the Director of Education Programs for the Bureau started in the middle 60's to convince his superiors of the need for a "line item" for media so that funds no longer could be "stolen" from the Library by desperate administrators. The advent of the current administration saw a specific interest in optimizing the entire Media Center program expressed both by the Chairman of the Subcommittee on Appropriations for the Interior Department, Mrs. Julia Butler Hansen, and by the Bureau itself. This study then is a climax to that interest.

Central Office of the Bureau, like the Area Offices, has always been handicapped by the absence of a media specialist on its staff. I believe that it is now recognized that this must be changed, that there must be a media specialist as a staff assistant to the Director of Education Programs, and, in those areas where BIA schools exist (as well as each Navajo agency), it is mandatory that there be an educational specialist for media who will actively advise and direct that specialty for his region. These area media specialists should direct the media selection program, review films and maintain good sized film libraries, advise on media programs in the schools, conduct the recruitment and placement of school media personnel, consult with Facilities and Construction¹ in the design of all new school buildings and in concert with each other and with the Central Office media staff officer assist Facilities with the construction of a standard basic collection to be furnished automatically with the opening of each new school. Obviously, there is more than enough to keep each such media specialist busy the year round.

This development would be the greatest single contribution the Area and Navajo Agencies could make to their schools. For it is quite apparent to this investigator that the school administrators know very little about media and would almost uniformly be delighted to have the advice of a person who knows the field.

THE MEDIA CENTER

A. School Applications

Erudite accounts of what constitutes a Media Center, and what its function should be often list hundreds of services which can be performed by that operation. Simply put, a Media Center is an accumulation of every conceivable type of learning tool, (and materials to make further tools) which under leadership of a Media Center director is applied to teachers and pupils in the most effective manner in order to implement the learning process. The function of a Media Center should never be confused with the mechanical processes which operate it, i.e. cataloging, shelving, circulation, machine repair, equipment issuing and the like. The Media Center is primarily the tool of its director as he assists those students in need of learning reinforcement. It must be emphasized that the director is part of a teaching team and not a warehouseman.

The ultimate client of the Media Center in the BIA schools is, of course, the American Indian child. Certain "authorities" when speaking of the material in a Media Center patronized by Indian youth,

¹ The tie with Construction is crucial. New concepts as the high school Media Center with teacher's offices at its core and varying "quiet" and activities zones in the centers must be introduced into new and remodeled buildings. It appears that the new schools at Sherman in Riverside, California, and on the Hopi Reservation probably will have neither of these concepts.

infer that by lending an ethnic quality to everything the child sees, learning will proceed apace. There is no doubt in my mind that ethnic materials are a powerful reinforcement in the learning processes, but the problem of the rural Indian child is the problem of any rural disadvantaged youth, i.e., limitation of horizon when seen from urban viewpoint. Granted, of course, that the Indian child in a high percentage of cases, has an added handicap of poor or no command of the nation's prime vehicle for communication - English.²

Regarding the quality of media presented to the Indian child, it is urgent that among other things, the youth does not look out from his cultural viewpoint and see himself, as it were, pressing his nose against a glass, through which he views the majority culture. Rather, he must see that there is no hard and fast majority culture, but a situation in which all subcultures blend and mix with each other, and in many proud instances, maintain a significant part of their original character. In the real world, we have rigid subcultures as the Amish which "mix" little as well as the Welsh which now exist only in tiny pockets in America and are becoming virtually without distinguishing character.

If we demonstrate that one says in America: "I am Catholic", "I am Jewish", "I am Methodist", "I eat Kosher dill pickles", "I eat green pepper chili", "I eat raw hamburger", and the general reaction is "So what?" then the Indian child cannot view his culture as an aberration.

Thus, it is incumbent on the curriculum and the Learning Center to present a wide spectrum of America. This being done the child will of himself arrive at the conclusion that there is no abhorrent uniqueness about any culture and certainly not his.

Selection of materials, then, which by certain authorities is dismissed after being sure that each item is not derogatory to the Indian and is historically accurate, is much more than that. If that spectrum, that horizon mentioned above, is to be enlarged, then greater effort by far than would be found in an urban school must be made to assemble and use all the tools for vicarious experiences of all kinds. And following the personal characteristic of the American Indian, it is recommended that these media tools be in large part visual rather than written. The BIA schools at present grossly under-employ the film, educational TV, and even the drama for this purpose. Selection of media tools is a truly professional duty of the director of the Media Center and it should be done well indeed. The area most responsible for the failure of the BIA media service as now constituted is that of book selection and procurement of media materials.

Let us consider books for the moment. There are in the neighborhood of 30,000 books published in the English language each year in this country. There is an equal number of publications by the United States Government. There is an equal number of substantial pamphlet-type materials. To cope with this mass, all library systems of the size of the BIA, and even much smaller, have an organized selection committee, a standard selection policy, a reviewing procedure, all the necessities for the expenditure of limited funds for the best materials. No overall program of this nature exists in the BIA; I found no individual schools which proceed methodically. The entire process of material selection and procurement in all of the BIA seems to have a timeless and unhurried quality about it. There is no realization that informational material is a perishable commodity whose value usually depreciates with time as the information becomes dated. No one seems aware that significant books should be in the hands of the students and the teachers "hot off the press" for best effect. Ironically, the Bureau awarded a Meritorious Citation to the Navajo Area Purchasing Officer, aiming it is true at textbooks, who devised the plan by which once a year a jobber's catalog was presented to each principal to check off the library items wanted. No one seemed to be aware or care that the jobber's catalog presented only a fraction of the available titles, that the catalog is of necessity in publishing dated and contained no really fresh material, that review only consisted of reading the titles in the catalog.

² The contribution of the Media Center to the ESL program is vital to its success.

Even this unsatisfactory procedure was worsened by the fact that censorship of titles selected by the Librarian and the principal apparently was frequently exercised by Agency Education Officers. It appears that if one had set out to make the worst selection and purchasing system one could devise, he had excelled. Tie in the above with the fact that no budget for media exists in a vast majority of BIA schools; that uncertainly reigns in the expenditure of those funds allotted; that funds are allotted--usually once a year in one sudden move, then you have a situation which is irredeemable. No good or bad Media Center director can function satisfactorily under such a system.

Thus, it is recommended that among the duties of the Area Media Specialist be the constant monitoring of the appearance of new media, the creation of an Area Review Committee, the securing of pre-publication or immediate publication review copies--in short the organization of a viable selection system. It is further recommended that each school be allocated a per capita media budget which is immutable in the sense that the fixed plant expenditures are. (See Standards for Learning Center in Appendix). Further, it is urged that monies be provided promptly on each July 1 and that orders be placed in sane fashion--that is, as various media appear on the market--with an eye to "coming out right" at the end of the fiscal year. The system as practiced in Navajo must be replaced as soon as possible--in fact, the legality of that procedure should be examined by Survey and Review with the consultation of the Departmental Librarian as soon as possible.

Finally, it is recommended that once a principal makes a selection within his budget that no Agency Education Officer or Procurement official be allowed to censor or change or reject it without consultation with the principal involved. Further, that in no case should a purchase order remain in the office of an Agency Education Officer over five working days. Further that no procurement officer "red line" an item because his jobber will not provide it. Publishers will. Further, that no Procurement Officer keep a purchase order in his office for over thirty calendar days. This latter, though necessary, will in Navajo's case be hard to accomplish--due to the serious under-staffing of the Gallup Procurement Office.³

I believe that a yearly meeting for three years of the Area Procurement Officers to take place in Washington under the direction of the Departmental Librarian with the presence of the BIA media personnel and the consultative services of Survey and Review and the General Services Administration on hand would be very rewarding. This could be timed to coincide with the annual meeting of BIA media personnel now occurring.

A major problem facing educators and all BIA schools is the teenage student with grade-school reading ability. Librarians have found it difficult to locate books which can interest these youths, but are accommodated to their reading level. When a seventeen-year-old man is given a book meant for a fourth-grade boy because that book contains the extent of his vocabulary, disinterest immediately sets in.

Publishers have been slow in recognizing this problem. The National Council of Teachers of English after a number of years of study published "High Interest Easy Reading for Junior and Senior High School Students", Citation Press, 1972--an annotated list of what is in their opinion the best of this rare type of book. Though the publication has limited value, all BIA schools should own several copies. A similar list, unannotated, is put out by Reading is Fundamental, headquartered at the Smithsonian.

Librarians should also consider the Open Door books of the Children's Press, the Pacesetters by Holt, Rinehart and Winston, Pilot Books by Whitman, Pictorial History by Silver Burdett, Signal Books by Doubleday, Pull Ahead Books By Denison and the large bookshelf of such books by the Webster Division of McGraw-Hill. Westminster has devised an unique catalog of their books which indicates reading level as well as interest level.

³ The practices of Procurement in Navajo area have been described as so lethargic, stifling, and bureaucratic by respondents that I strongly recommend a management study by the Office of the Secretary.

It is recommended that each Area Office attempt to secure a complete set of all such volumes properly reviewed, evaluated and accepted, of course, to be used for demonstration purposes at the various BIA and Johnson-O'Malley schools.

B. Extra-Curricular Potentials

It would be unimaginative to regard the services of the Media Center as applicable only to students and teachers in school during the academic year. Other situations exist which should be examined.

Schools serving students whose native tongue is not English work hard on such programs as English as a second language--for nine months. During the summer, the student returns to an environment where scarcely an English word is heard for three months.

It is recommended that media kits be provided free to children departing for the summer break. These kits would consist of an inexpensive slide viewer and a battery-driven cassette with instructions involving the accompanying group of books, preferably paperback, and slides. The construction of these kits should be the responsibility of the Area Media specialist with the aid of the Media Language personnel in the school, and in the Area Offices. Thought should be given to backup kits should a student complete the one he has been given. It is recommended that should this plan be adopted, the proposed budget as expressed in the Appendix be costed upward accordingly.

Similar kits can be used in the case of children of migrant workers--structured to bridge the gap until they enter another school and familiarize themselves with the new situation.

Media services to small isolated schools is a problem which is not met satisfactorily here but requires additional study. It has been the thesis of this paper that a media specialist is primarily a teacher and only secondarily a Librarian. The fact that a driver appears on an infrequent schedule with a load of media is in the same category as the breadman stopping to make deliveries. Again, it is repeated--each student is a problem to be worked on jointly by the classroom teacher and the media specialist. This is most difficult to accomplish without the constant attendance of the media specialist. As I remarked at the outset, no solution is presented to this problem--but consideration should be given to recruiting teaching personnel for these small schools from such universities as Millersville where each elementary school teacher graduate also emerges very well trained in multi-media applications.

It is recommended that the Director of Education Programs, BIA, work in close conjunction with officials, Office of Education, and HUD in the conversion of BIA school Media Centers into community centers. Where feasible, the adults of the community should be encouraged to read with their children--that is, patronizing the Media Centers in off-hour time, time determined by the community. The Media Center can well develop into an adequate, civic cultural center if thought is given to the problem by each principal and if his recommendations are given a sympathetic hearing at Agency, Area office and Central office.

A function of the Media Center which is assumed all through this discussion is the production of materials of a local (i.e. tribal) cultural nature. [This is in addition, of course, to the production of materials in the local native tongue when desired by the community.] The Hopis for example, would produce materials descriptive and explanatory of their culture. Not only should these materials be available to the local schools, but the material should be made available on lease, loan and even sale to non-BIA schools, especially in the peripheral areas, who express an interest in Indian culture. Since such materials do not exist at present, since the local tribe is most likely to make authentic products, I urge in the cause of bridging the gap with the neighboring majority culture that an effort be made in this area. If special funding becomes necessary, monies and positions should be provided.

C. Dormitories

A problem peculiar to the BIA is the existence of a number of "Bordertown" dormitories. These, of course, are the domiciles of Indian students attending a local public school.

Real libraries do not exist in these dormitories. There are numerous collections of books of various pedigree and source but no systematic library. Should there be full-fledged complete libraries in the dormitories? I doubt it. What the children in the dormitories desperately need are:

1. adequate library-type quiet study areas, with enclosed typing and listening cubicles.
2. adequate collections of reference tools such as encyclopedias of recent vintage, gazetteers, almanacs, atlases, dictionaries, and source books.
3. a complete collection of up-to-date books in the various vocations.
4. a complete collection of high interest, low vocabulary books.
5. a well-selected ethnic collection.
6. a good collection of books of an avocational nature--sports, cars, guns, style, cooking, hunting, et al.
7. a well-selected comic book collection frequently replaced.
8. at least 50 periodicals of avocational interest and at least ten newspapers in varying numbers of copies.
9. a good film program scheduled regularly and frequently, meant to widen horizons.
10. a carefully selected paperback collection.
11. a carefully selected record and tape collection.

Budgets to provide this should be allocated in the same manner as budgets for the standard BIA school, though they stress another area.

Few dormitory administrators had good relations, meaning a cooperative venture, with the Librarians of public schools where their students attend. It appears to me that administrators of dormitories should be very concerned with the type of media services being provided their students. Except in rare instances this is not the case.

THE ADMINISTRATOR AND THE MEDIA CENTER

A. Comprehension of the Place of the Media Center

An investigator looking into the problem of the BIA school Media Center cannot study the situation for over a week without discovering that the keystone to the difficulty is the thinking of the school administrator on the subject--that is, if he ever thought about it.

The last clause is not added as a snide remark. In general, I found school administrators to be intelligent, able people--most of whom earn and deserve their post.⁴ The bald fact is that the average principal or superintendent is so weighed down with non-educational problems--as health, safety and plant operation--that he scarcely has time for the educational program in general, let alone the specific of the Media Center. It might be my observation to him that quality education suffers unless he pays attention to his Media Center, but he knows, for example, that he faces immediate mammoth trouble if that runaway child freezes to death that night on the mesa. Thus there is no intent here of pointing a finger at the principal.

It is a rare administrator who knows the purpose in modern educational theory of the Media Center. Two questions were asked most of the principals interviewed: Why are we educating Indian young people? What is the purpose of your library? The fact that these questions were both generally botched in the answer is interesting. The administrator, unfortunately, has apparently never been inculcated with a clear succinct purpose for educating Indian youth, and so is unable to articulate one. My assessment is that we are educating the young American Indian for identically the same purpose as we educate the culturally disadvantaged youth from the Ozarks: To cope with the majority culture if he desires to interface with it or to become a capable member of the subculture of his birth, whichever he chooses, or both.⁵

If this premise is true, quality education can be achieved in the case of those who desire to interface with the majority only if the student has in-depth training in the art of communication with the majority. Put simply, this means the acquisition of high vocabulary, oral and written English, majority culture body language and personality characteristics, information sources and majority culture background information.⁶

Now there is no such thing as quality education without intensive, intelligent dissemination and use of educational media. And as detailed above, quality education in United States is not possible without pupil in-depth comprehension of subtleties of majority culture communication. Thus, inextricably tied together are the areas of instructional materials and the communication arts.

With exception of one or two principals "reciting" from recent courses, all principals failed to attribute to the library a function beyond the book warehouse, recreational center and occasionally minor informational source.

The Media Center, then, is an important function to only a few school administrators. Many schools have no facility or personnel simply because a low priority on such activity has been given to it by the school administrators. Occasionally the administrator's voice had been weak in the

⁴ However, I should state here that I feel that the umbrella of Civil Service must be removed from professional BIA education personnel and an intelligent system of accountability substituted.

⁵ The Havighurst conclusion: "Essentially the goals of (American Indian Education) are to enlarge the area of choice of Indian people and to help them maintain their dignity."

⁶ Obviously each culture endeavors to inflate the achievements of that culture and deflate other. Wise teachers point out examples of this constantly for minority students.

face of bureaucracy as at Cibicu, Arizona, where a fine facility has stood virtually empty and totally unmanned since it was erected five years ago. Most administrators, in honest truth, regard a Media Center as a kind of dispensable, or retractable frill. Budget cuts fall almost universally first on Media Centers. Unwanted or untrained personnel are shunted off to man the Media Center. The Media Center is used as a study hall; the Director is an occasional substitute teacher.

The problem is not peculiar to BIA. The University of Arizona, College of Education, last year gave a two-week workshop for administrators sponsored by the Office of Education on the place of the Media Center.⁷

The BIA has long been delinquent in this matter. If the Bureau has accepted the current theory of individual instruction by multi-media methods, then their administrators must be taught the value of the core of this theory--the Media Center. Thus, it is recommended that all BIA school administrators be required to take an intensive course on the place of the Media Center in the school. It is further recommended that the National Indian Training Center and the University of Arizona (and other universities) be asked to submit appropriate proposals. Also that the proposals not be machine oriented (A/V) in large part nor completely book oriented. Also that consideration be given to traveling training vans from each major area (or agency) office which can, thus, extend the training course to the faculties, as well as the administrators.

This recommendation is not meant to imply that a one-shot course will cure the situation, rather than it is only the first step in many in bringing the school administrator to realize that if quality education is desired, the Media Center must be the center of his thinking.

B. Supervision of the Media Centers

Probably the single most striking administrative failure in regard to Media Centers in BIA schools, is the omission of any regular, structured supervision of the Media Center and its Director. It stems apparently from a hesitancy by the principal to approach "unknown" land. Such a practice has permitted deterioration of the Media Center in a number of cases. For principals who hesitate, below is a list of check points:

1. Cataloging is important in research and university Libraries. It is largely a clerical procedure in a school Media Center (Pre-processing by the jobber must be employed.) How much time is your professional devoting to this work?
2. All Media Center directors worth their salt have desiderata lists, want lists, of items to be purchased in the future when funds come available. This list is built systematically, added to constantly and the individual items assigned priorities. Is your director doing this?
3. Again all Media Center directors worth their salt have vertical files, that is, files of ephemeral materials, clippings, pamphlets, documents, reports--used to supplement the larger materials. Does your Librarian keep one and keep it up to date?
4. Does your Media Center director have too many rules--strictly enforced--on number of books to be withdrawn, length of the loan period, capital punishment for losing or mutilating a book? Materials are for use--encourage it. Discourage only vandalism.

⁷ The film "Libraries are Kid Stuff" made at the University of Arizona for this Institute is available for rental or purchase.

5. Is your Media Center director a book lover? Does he insist on preserving every old book dated or not on his shelves or that he acquires or does he weed occasionally? Are you guilty of this practice? Again, does your man love books so much that he neglects the the other media in assisting a youngster?
6. Is your Media Center director diligent in reading his professional literature-Wilson Library Bulletin, Library Journal, Publisher's Weekly, School Libraries and Audiovisual Instruction? Does he faithfully go through the media selection tools as they arrive through the mails? If he doesn't, he cannot perform his duties as a member of the curriculum team and he cannot intelligently add new materials to his collection.
7. Is your Media Center director reticent about looking for business? He-with your help and backing-should be constantly hawking his wares.
8. Is your Media Center a pleasant place-decor, decoration, intelligent improvisations, friendliness and banter? Or does it have the solemnity of a church on a rainy Wednesday burial day?
9. Is your Media Center in reality a study hall? You've got a problem! Are classes marched in at regularly scheduled times-i.e., each Tuesday and Thursday from 9:20 a.m. to 10:05 a.m.--to consume a ration of books under the teacher's supervision. You've got a problem! Do you use the Media Center as a "baby sitter" in the absence of a teacher?
10. Does your Media Center director have a "hands off" policy for students asking to use A/V machines? In many schools second graders are operating projectors and tape recorders. Do you have a good reason to do otherwise?
11. Because a Media Center will produce graphics on demand, it does not follow that they will run the mimeograph machine all day or put out the school newspaper.
12. Are your teachers using the Media Center as a place to dump unruly children? Does your Media Center director have guts enough to send them back? Are your teachers (and you) commandeering the Media Center from time to time during school hours for a meeting? Has your Media Center director informed you of the difficulty that makes for someone trying to run a "non-stop" program?
13. Do the fresh periodicals and newspapers go up promptly? Are new books kept in a vault forever or until a distant day when the Media Center director has poured full blessing on them.
14. Does your Media Center director use a note of encouragement to the young readers with difficulty? Have you or others ever heard him using derogatory terms concerning anyone's reading ability?
15. Does your Media Center director reach out into the rest of the school for resources? Into the community? Among the parents? Into industry, commerce and government?
16. Do Media Center purchases reflect the curriculum changes? What evidences do you have that the Media Center director is keeping up with his duties in curriculum planning and changes?
17. Do the Media Center director's suggestions and his conversation reflect a knowledge of recent changes in the profession?
18. It is assumed, of course, that your Media Center director has an on-going in-service training program in the uses of Media Center tools. What evidence is exhibited after training, that the instructors and students are using the knowledge they have acquired?

19. Is the lead time requirement for production for the Media Center realistic? If so, are the instructors' demands for production realistic? Assuming both of these to be true, is effective use being made of the production capabilities of the Center?

20. Is there any effective stock control system of supplies in the Media Center?

21. What availability is made of short courses, conferences, workshops, related to this area by the Media Center director?

22. When equipment is sent out for major repairs, is the return date reasonable?

23. What kind of methods does the Media Center director use to encourage suggestions from pupil, teacher and community?

THE MEDIA CENTER DIRECTOR

This person, in 99% of the cases encountered, is simply the "Librarian". In the schools visited, the "Librarian" is many things, many qualities. As can be expected, some are irreplaceable jewels and some are disasters. Some have the admiration of their principals, some are at open warfare with the administrator. The majority are honest, striving people, in large part, overlooked by the administration.

At the outset of this examination of the Media Center director, it is necessary to observe that only a bare few have ever received the proper training to equip them to properly man a modern Media Center. Not for fault of the incumbent. * The schools which prepare candidates for jobs in our BIA Media Centers--I speak primarily of the American Library Association accredited schools--offer a curriculum almost totally irrelevant to the remote rural establishment which is our average BIA school. The irrelevance of the curriculum in our Library Schools has been recognized by the American Library Association, which has awarded large grants to five Universities to devise a new approach. These grants are made by the Knapp Foundation of North Carolina.

Two of these schools I found aiming on target for the BIA school--Auburn University and Millersville State College in Pennsylvania. Basically, these two have devised a curriculum for a new profession--neither Librarianship nor audio-visual technology nor even curriculum specialist. The curricula of both schools combine the three areas so the resultant graduate has a good grasp of library and audio-visual technology, an understanding of curriculum planning and learning theory. Thus, the graduates have no bias as to the type of media to be used in achieving an end with a child and simultaneously are able to participate in curriculum planning and development. This latter capability has been ignored by the administrators who forget a good Media Center director should know all the recent developments in all pertinent fields and thus is invaluable on any curriculum committee.

The Media Centers obviously suffer because so many of the professional personnel are ill-prepared for their duties and biased in large measure toward the book as the only answer. I must be pessimistic at this point and report that I cannot agree that short courses will remedy this lack of preparation and bias. BIA must look to the future for replacements as personnel retire or leave, replacements who are properly trained.

To this end, I recommend that an especial effort be made to remove the Media Center director from Civil Service hiring strictures, that a constant on-going recruitment program by the head of media services for the Bureau be undertaken--a program which entails not only visitations to the new schools, (and to American Library Association schools which reform their curricula in the future) but also financial involvement with these schools to train our candidates. It is urged that consideration be given to contractual arrangements for training selected native candidates by Auburn University and Millersville State College. In the future, poorly trained or untrained personnel must not be hired for the BIA Media Centers. But one must not understate the difficulty of obtaining acceptable personnel even with vigorous and positive action by the Bureau.

I have not mentioned the obvious--the personality of the Media Center director. This post requires dynamism and creativity; these factors should be considered in reviewing character of applicants for media posts. Good health and a sense of humor are necessities. A real sense of caring for children must be present.

* It should be noted that because of a non-existent recruiting program for school media personnel, non-qualified personnel have gone into most jobs.

The Media Center director must of necessity and in good sense make use of native aides to assist in the non-professional aspects of operating a Media Center. This involves such operations as shelving, circulation, cataloging, aspects of purchasing, issuing of machines, repair and maintenance of A/V equipment, graphics and the like.

A number of post-secondary schools offer training in the area of Media Center aides. However, there is no vigorous effort made to recruit native personnel for this training. To that end, I recommend that Southwestern Indian Polytechnic Institute contract with the Library and Media School at the University of Albuquerque for a joint program in the training of aides and that special effort be made to recruit candidates willing to return to the reservation.

It is hoped, incidentally, that graduates of these aide programs will be sufficiently impressed by the vocation to endeavor to go on for the professional degree.

Let us return now to the Media Center director, and his problems. Of course, the major problem of most Media Center people is the school administrator. This situation has been dealt with elsewhere.

Many "minor" problems trouble our directors. In many cases, there is the matter of status. Often the Media Center director is regarded as a junior level teacher or senior level aide, is low on the pecking order and is overlooked when administrative committees are formed. He has no real voice.

His "budget" in most cases is will-of-the-wisp. Certain schools have been without library funds for four years. In one large school the Media Center director raised funds with fry bread sales. A budget as such is virtually non-existent. Funds are usually allocated in the latter month of the fiscal year and the Media Center told to "buy-like-hell" or the area or agency office will change it's mind. In a profession where media comes out in a steady fresh stream, where media becomes dated, this process is totally unacceptable. It exists virtually nowhere else in the library world, and does not permit any semblance of planned purchasing. Further problems concerning selecting and purchasing are discussed in the section on the Media Center.

I have mentioned above the frequent lack of voice and status of the Media Center director. Of course, in many cases this status problem is a result of the personality of the incumbent. A dynamic quick and cooperative individual, we all agree, can "make" status for himself. But, in most cases status comes from the deliberate action of the administration. Involvement of the Media Center director in staff meetings, awarding the director the position of a department head and the GS-II rating attendant, insisting that the director participate, not only in curriculum revision, but even assist in unit planning, are all steps an administrator can take. Schools in the BIA, it soon becomes apparent, are merely reflections of the principal's attitudes and personality. Status of the Media Center director can be created.

I want to reiterate a point made above--the Media Center director must participate in the curriculum planning of the school. It has been pointed out that training of professional media personnel can only be satisfactory if courses in curriculum and learning theory are included. As the fulcrum of new information and recent development in the world of learning, the Media Center director must become the hub of any school which counts itself as dynamic in philosophy rather than static.

APPENDIX

Standards for Learning Centers

In 1966, an Office of Education grant supported a study of methods of optimizing a Media Center in a disadvantaged area--this one in the Ozarks in rural Arkansas--a situation highly analogous to the Bureau of Indian Affairs schools.⁹ The principal thesis was that to compensate for the handicap of majority culture deprivation suffered by the children, a 'saturated school library' must be constructed.

While the standards below in their material dollars/sense do not represent extraordinary expenditures in the view of the ALA/NEA recommendations, they do place the BIA schools in a better position to attain the tools for learning. The standards, however, are "saturated" in terms of servicing personnel when contrasted with the ALA/NEA recommendations because the thesis of this report is that the BIA school libraries must become a teaching device not an inert, bulging storehouse of materials.

⁹ U.S. Office of Education "Final report of the activities and recommendations made under Title III, ESEA P.L. 89-10 planning grant for model saturated school library." Mrs. Marjorie Waters, Project Director, Deer School District No. 21, Deer, Arkansas, 1966. (ERIC EDO 31347) Probably the saddest discrepancy among BIA Education administrators is the real lack of acceptance and zealous promotion of the concept of compensatory education. At best it gets lip service.

BUDGET

N.B. ALA/NEA recommends six percent of the average national instructional budget based on ADA be allocated to instructional materials. For 1971-72 the national per pupil media average would thus derive as \$55.80. However, supplies (including textbooks and classroom reference tools) are to be charged to the school supply budget and audiovisual equipment is to be charged to the capital budget. Further, the cost of system operation, i.e., Area and Central Office Media expenditure, are to be included in this overall figure.

Fiscal Year	Total	Print	+ Reference Books	* Nonprint Material	Preprocessing Cost	Central/Area Expenses
# 1975	\$26.00	\$8.50	\$3.00	\$8.50	\$3.00	\$3.00
1976	35.00	12.00	3.00	12.00	4.00	4.00
1977	46.00	16.00	4.00	16.00	5.00	5.00
1978	59.00	20.00	4.00	21.00	7.50	7.50
1979	73.00	25.00	5.00	25.00	10.00	8.00

*Discretion should be given on a local basis to considering these two figures as a lump-sum for expenditures but under no circumstances should variances in the proportion of expenditures exceed 70% - 30%.

+Reference books are Encyclopedias, Gazetteers, Almanacs, Dictionaries to be purchased in addition to those distributed by Facilities.

#In addition, \$250,000 in discretionary funds should be allocated among the areas for use in the poorest equipped Media Centers of the area concerned, and for the beginnings of area/agency film services.

COLLECTION-PRINT

BOOKS

At least 6,000 - 10,000 titles representing 10,000 volumes or 40 volumes per student, whichever is greater. Schools with enrollment of less than 100 pupils ADA may reduce these figures to 4,000 - 5,000 titles representing 5,000 volumes or 40 volumes per student whichever is greater.

PERIODICALS

Elementary schools (at least K-6) 75 to 125 titles. Elementary schools (less than K-6) 40-50 titles. Secondary schools 150 to 250 titles.

All schools are required to have a Reader's Guide and other indices as needed. Duplication of titles and indexes as required.

NEWSPAPERS

Not less than 6 titles

PAMPHLETS

Pamphlets, Government Documents, Catalogs of Colleges and Technical schools, vocational information, clippings, and other materials appropriate to the curriculum and for other interests of students.

PROFESSIONAL COLLECTION

50 titles per teacher with a minimum of 750 titles. 60 professional titles to include at least 5 national library and/or media resources journals for the Librarian, and the Education Index.

REFERENCE BOOKS

The Schools Facilities Division shall under the guidance of the central office and area media supervisors construct and distribute a basic list of at least 100 reference titles, provided no encyclopedia revised periodically shall be over 5 years old and no almanac over 1 year old.

No part of the above shall be used as classroom libraries except on temporary short term loan.

NON-PRINT MATERIALS

Audio Tapes and disc-recordings—1000-2000 titles representing 3000 tapes or discs or 6 per student, whichever is greater.

8 mm films—at least 500 titles including duplicates or 1½ films per student, whichever is greater.

16 mm films—whatever the source, the films must be readily available to students and instructors requiring them. Recommended: Access to a minimum of 2500 titles, whatever the source, to be supplemented by rental films.

Filmstrips—500-1000 titles representing at least three strips or kits (sets) per student.

35 mm slides—150-300 sets representing 200 titles or 1½ sets per student, whichever is greater. (A set represents one or more slides under one title).

Graphic Materials—25 sets originally, to be expanded as the instructor needs develop. (A set represents graphic material making up one selective unit title).

Transparencies—1500 transparencies or masters of selected subject matter.

Other materials—Academic games, programmed instructional materials, models, maps, globes, art objects, video tape—printed and other forms of programmed materials needed for instructional purposes. (Video tape as mentioned above refers both to material produced at instructor request to meet instructional needs due to a scarcity of pre-recorded tapes for instructional purposes, and to commercially prepared video cassettes.)

Hardware for this material to be subject of standards per Area Media Directors.

The above standards were developed by Jim Felts, Director, Instructional Materials Center, Southwestern Indian Polytechnic Institute, Albuquerque, New Mexico.

PERSONNEL

Each school with 150 students shall have a certificated Librarian or media specialist. In addition, each school shall have two media aides, one trained in A/V maintenance and repair and in production techniques and one in standard Library practices at the post-secondary level. In no case shall the certificated Librarian or media specialist spend more than two hours per week in clerical operations, such as cataloging, book ordering, equipment maintenance and repair, and equipment check out and check in. Schools with 300 or more students shall have two professionals and three or more media aides depending on the local circumstances and enrollment. Schools from 75 to 149 pupils shall have one half-time Librarian and one full-time media aide. In all cases proper advantage should be taken of possible services of Library Clubs and student help.

RECOMMENDATIONS IN SUMMARY FORM

1. That the standards established and delineated in the appendix to this report be placed into effect fiscal 1975. Further that fiscal 1974 be devoted to preparing for this change. The standards pre-suppose new and untouchable media funds and new media positions floors.
2. That the Director of Education Programs shall immediately undertake to establish and fill the position of Director of Media Services on his staff. Further that immediate steps be taken to establish similar positions in Aberdeen, Juneau, Albuquerque, Navajo, Phoenix Area Offices with one such position to be shared by the two Oklahoma Offices. Further, that Agency counterparts be established in each Navajo Agency as well as the Hopi Agency.
3. That the area and agency media staff should direct the media selection program, review films and maintain good-sized film libraries, advise on media programs in the schools, conduct all recruitment and placement of school media personnel, consult with Facilities and Construction in the design of all new buildings and the construction of a standard basic media collection to be furnished automatically with the opening of each new school.
4. That Director of the Media Center is essentially a teacher and a curriculum specialist and should not be involved in any large degree in the clerical and mechanical processes of the center, i.e., cataloging, shelving, circulation, machine repair, equipment issue.
5. That BIA immediately halt the practice of putting unqualified persons in the position of Media Center Directors. That vigorous recruitment for quality Media Center Directors begin forthwith in each area, with special emphasis on native American candidates.
6. That BIA finance the training of Media Center directors at Auburn University, Millersville (Pa.) State College and any other schools which combine the disciplines of Librarianship, A/V Techniques, curriculum planning and learning theory as these two schools do. An effort should be made to find native Americans for these training positions.
7. That Media Center directors must be removed from Civil Service strictures and the interference of BIA personnel office be made minimal in the local selection process.
8. That the Media Center director be given status through the GS-II rating, positions on all germane school committees--especially curriculum--and deliberate backing by the school administrators.
9. That native media aides be recruited and trained at the post-secondary level at the University of Albuquerque with the cooperation of Southwestern Indian Polytechnic Institute.
10. That immediate attention be given to starting an on-going program for the education of BIA administrators in the vital nature of the Media Center in education. That, using the check list in the report, principals begin supervising their Media Centers.
11. That we recognize that authentic ethnic materials are essential as powerful reinforcement in the learning process, but the learning center must present a wide spectrum of America and the world in order to compensate for the narrow vision suffered by any rural, isolated people. The acceptance or rejection of this choice of exposure to other cultures through the media is a choice to be made by the individual student and his parent.

12. That considerably more attention must be paid to high-interest, low vocabulary books. More interest must be demonstrated in visual materials--especially films and video tapes.

13. That media kits as described in the text be provided for children leaving for summer breaks and to migrant children.

14. That dormitory collections as described in the text be established. That directors of peripheral dormitories be more alert to the library service of the local public school.

15. That special monies and positions be considered for the production of cultural materials, especially in the case of the Hopis. That monies be forthcoming for production of media in native tongues, if desired by the local community.

16. That BIA, Office of Education, and Housing-Urban Development work together in the conversion of BIA school Media Centers into community centers.

17. That the fixation for the bookmobile as a solution to the problem of the small, isolated school, an idea worthy of its time, be played down and an effort made to train all teachers in isolated school posts to become, in effect, media specialists.

18. That the failures of the budgetary, selection and procurement system for media have been presented in detail. They must be overhauled to provide a systematic media review, selection and procurement program with a year-round budget based on per capita enrollment. The deadening hand of procurement must be lifted.

19. Finally, that the BIA adopt as their summary purpose for educating the Indian youth, the following: To cope with the majority culture if the youth desires to interface with it or to become a capable member of the subculture of his birth, whichever he chooses, or both. And that they accept the following premise: There is no such thing as quality education without intensive, intelligent dissemination and use of educational media.

Last, it is recognized that some members of the Indian community do not agree with my evaluation of the place of ethnic materials nor with the concept of enlarging horizons of rural native Americans. Their objections are noted.

EPILOGUE

I have attempted to make the problems and recommendations as succinct yet as clear as possible.

Regardless of what steps are taken, no plan of action will succeed if:

1. BIA Education Administrators persist in their almost unanimous interpretation of a Librarian as simply a teacher who can catalog books.

2. Funds are earmarked for media purposes at the expense of other educational activities. New funds, untouchable funds must be secured and used. Employment floors must be established for these new media positions.

3. Means are not found to give control to the Education Division of the work done for it by the two service divisions--Procurement and Personnel. I concur with the solid declaration of those educators who expressed an opinion that no concern for the child exists in the service organizations--only a regard for bureaucratic regulations and paper shuffling.

I do not look for these three imperatives to be popular and easy. On rare occasions, radical surgery does become necessary.

Appendix 2

**Maps of: The Rough Rock Community, Navajo
Reservation, Arizona; Standing Rock Sioux
Reservation, North and South Dakota; St.
Regis Mohawk Reserve, New York and Canada.**

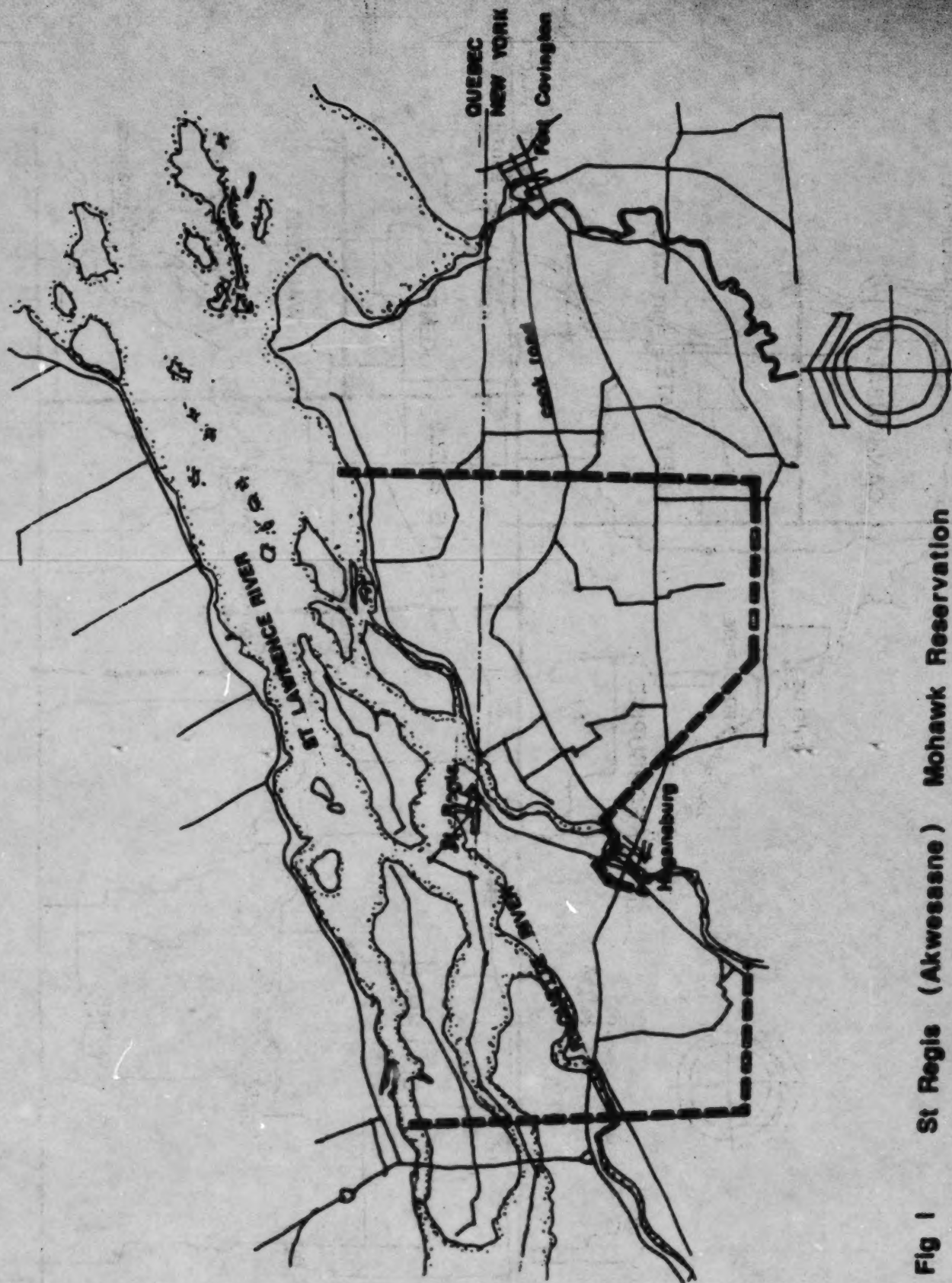


Fig 1 St Regis (Akwasasne) Mohawk Reservation

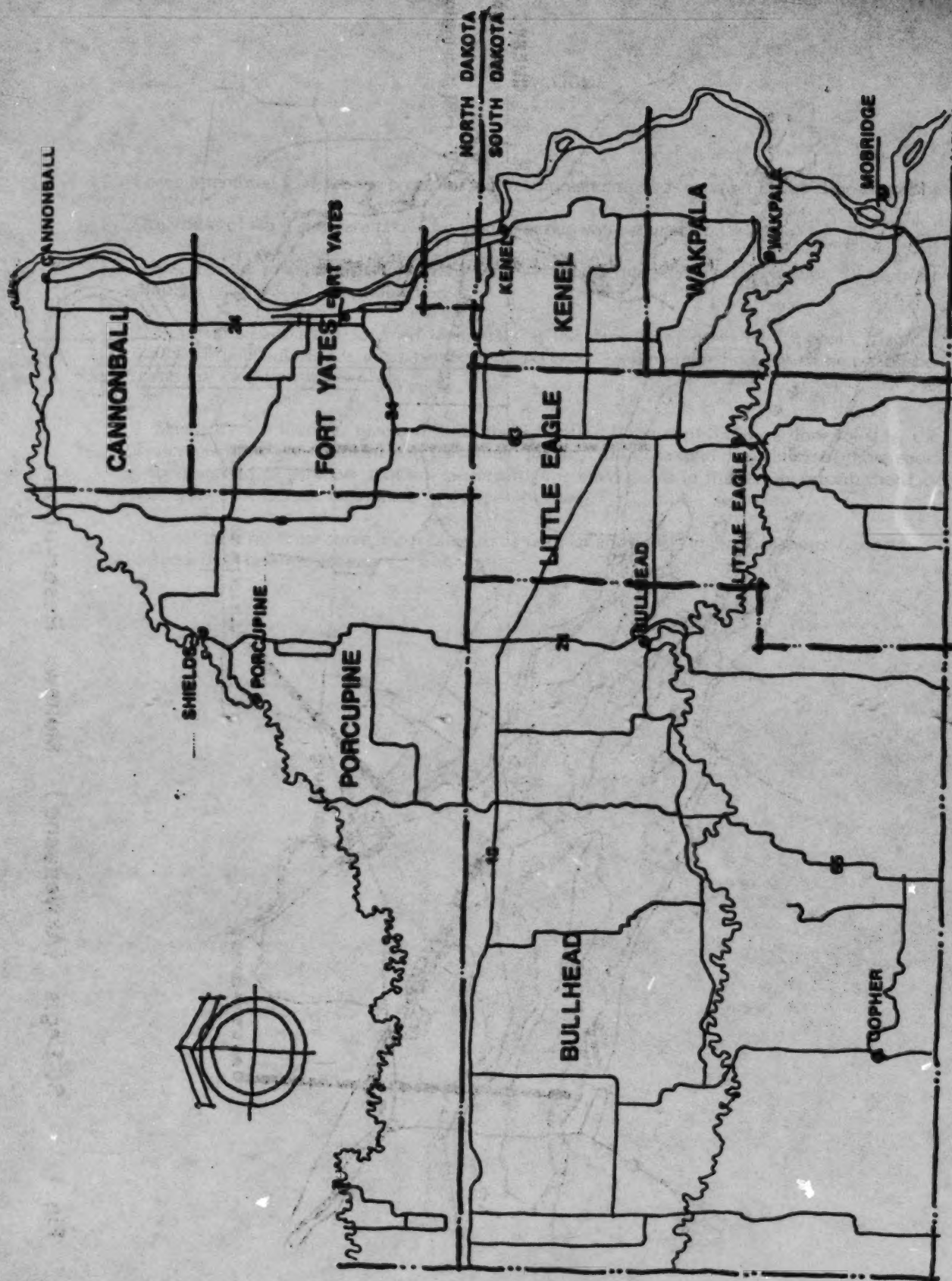


Fig I Standing Rock Reservation

Reservation Districts

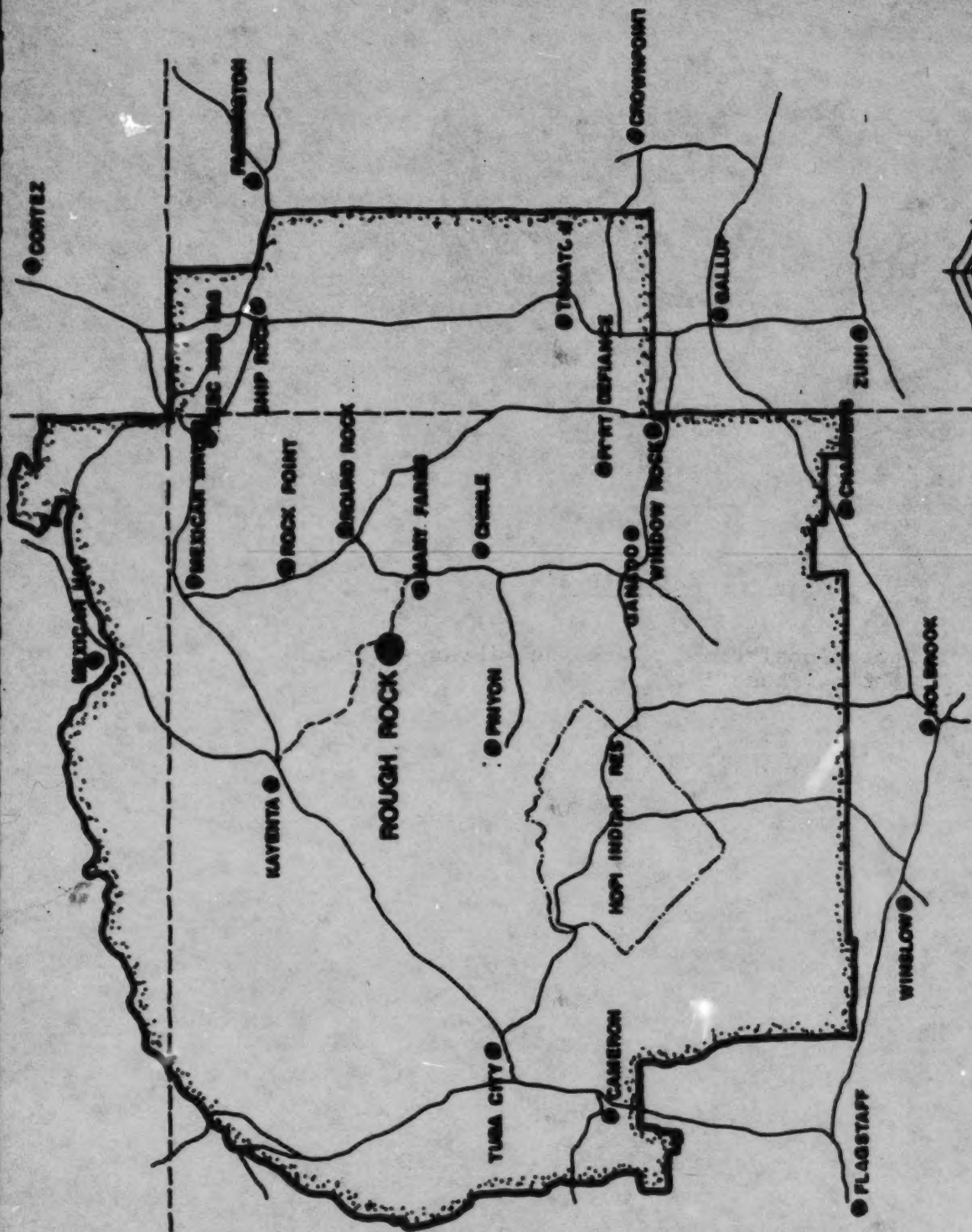


FIG I NAVAJO INDIAN RESERVATION

Appendix 3

Operational Plan, Akwesasne Library-Culture
Center, Phase IV.

NATIONAL INDIAN EDUCATION ASSOCIATION

LIBRARY PROJECT

PHASE IV - EVALUATION

AKWESASNE LIBRARY CULTURAL CENTER

OPERATIONAL PLAN

National Indian Education Association
Library Project
Phase IV
Akwesasne Library Cultural Center
Operational Plan

I. Overview and Introduction to the Akwesasne Library Cultural Center.

The St. Regis Mohawk Indian Reservation of New York State and Canada is inhabited by approximately 6,000 Native Americans, primarily of the Mohawk Nation. Nearly half reside on the United States side of the U.S.-Canadian border. This ethnic group of American citizens are, in a manner of speech, "wards of New York State", and are recipients of services from the state. However, the status of reservations health, education, mental hygiene, public works, law enforcement, social services and facilities, housing, public health and sanitation are unsatisfactory. There is a growing narcotics and alcohol problem. The elderly feel a need for services in the field of geriatrics. The percentage of teenage dropouts is many points above average. There is a lack of vocational training and job opportunities, a lack of financial resources to create business opportunities, and a very great concern in the minds of the tribal members is the feeling of loss of identity, a deterioration of cultural and traditional values, the loss of pride in Mohawk heritage.

The growing concern for educational, cultural and political awareness has had many ramifications. A bridge blockade to

protect immunity for international dues and searches on crossing from one part of their land to the other was necessitated. A legal battle and school boycott was needed to win the rights of Mohawks to vote in school board elections. A permanent education committee was founded at the same time. This group set out to see what other ways it could help make cultural and educational resources available to everyone.

On October 25, 1970, ground was broken to began construction of the Akwesasne Cultural Center-Library. Truly a grassroots effort, the whole building was erected with the contributions of individuals and small private donations. The only state or federal money involved was the Operation Mainstream support that Franklin County O.E.O. paid to the workers. Because so many individuals contributed time or labor, the number of people in the community who share a great deal of pride in its completion is very great.

The Akwesasne Library-Cultural Center was dedicated on September 25, 1971. Book collection proceeded in much the same manner as the campaign for private donations had for construction. Franklin County O.E.O. secured the \$20,000.00 budget for the librarians' part-time salaries, the heating and lighting expenses, and finally a full time director.

In its first year of operation, the library rapidly grew to an important role in the community. The Canadian Government donated a modified school bus to serve as a bookmobile for those segments of the reserve where it would be difficult for the

school children or adults to use the library otherwise. Cultural classes for junior and senior high school children were begun. The Center evolved into a visitor's center for those visitors to the reserve who stopped to use the center as a reference point. Meetings of the chiefs, the board of directors, Upward Bound students, Adult Education classes and tutoring for school age children all began to regularly meet at the Cultural Center Library.

In the second year of the Library Cultural Center Library, the NIEA Library Project began operating a demonstration library and cultural center as a part of its program. It provided personnel services, equipment and materials. It also developed a book collection policy which is used to develop the library collection. It began a community relations project designed to encourage community people to use the Community Library Cultural Center and its facilities. This was developed by providing a newsletter for the reservation, a bookmark project, a community aide, and publication of a brochure. Library use was also encouraged during the year by operating a library collection, developing program elements for pre-school children, senior citizens and a film program at night. Use of Cultural Center materials was also encouraged by the establishment of deposit collections around the reservation.

Phase III of the NIEA Library Project, July 1, 1973 to June 30, 1974 was the Operational Phase. All efforts centered around the full operation of the site based upon prior research and im-

plementation phases.

The project is now entering Phase IV, which is for site evaluation. Also of concern for this phase is continued operation of the library programs. The paramount objective of Phase IV is to conduct a comprehensive evaluation of the demonstration center effectiveness. This objective is fully outlined in the project proposal and will be undertaken during the entire year.

The Cultural Center-Library is an active, growing, going concern at St. Regis. With the help of the National Indian Education Association (NIEA) planning and development skills, a balanced effort will be continued for the next year to continue increase community involvement, to offer services designed to meet the unique educational needs of the Mohawk people, and to begin to have an impact on the curriculum and sensitivity of non-Indian controlled schools that Mohawk children are attending. Based upon the findings of the NIEA survey of educational library-cultural needs of the Mohawk people, the following plan for the development of services and resources for the year has been carefully worked out.

The Board of Directors feels that funding the projects and proposals outlined below will accomplish for Akwesasne the goals of the Library-Cultural Center which truly meet the community's educational and informational needs. Further it will provide vital services to both young and old alike helping to bridge a gap of generations. Finally it will be a key to the revitalization

of Mohawk spirit, pride, cultural awareness and identity as
Native Americans actively participating in 20th Century
American society.

II. Goals/Objectives

Phase IV of the NIEA Library Project will support and stimulate further development of the Akwesasne Library Cultural Center through pursuit of the following goals and objectives during the FY ending June 30, 1975. The pursuit of these goals and objectives represents a joint effort of the Library Cultural Center Board and the NIEA staff.

A. The NIEA Library Project will provide necessary personnel services to continue and expand Library Cultural Center services already established by the Library Cultural Center Board as follows:

1. NIEA will support a Library Director using resources available to the NIEA Library Project. The services of this director will be to administer and participate in carrying out programs, both existing and planned. It will further allow for expansion of program delivery to other age groups and geographical areas of the reservation.
2. NIEA will support three library aides using resources available to the NIEA Library Project. The services of these aides will be to carry out existing programs and will allow for expansion of program delivery to other age groups and geographical areas of the reservation.

3. LSCA will provide supplementary funds to support additional hours for the three aides through December 1, 1974.
4. NIEA will support a community relations specialist to provide a community-Cultural Center interface 20 hours a week.
5. National Endowment for the Humanities will support a museum specialist. The services of this specialist will be to develop and implement the museum program for the Library Cultural Center.
6. The Canadian Band Council will support one library aide to support existing programs and the book-mobile.
7. LSCA will support one library aide until December 1, 1974 to assist in handling increased ordering and processing required by the LSCA Grant.
8. LSCA will support a bus driver until December 1, 1974 to provide bookmobile services required by the LSCA Grant.
9. The Canadian Band Council will support one book-mobile driver to serve the Canadian communities.
10. NIEA Library Project will provide funds for necessary bookkeeping services for the Library Cultural Center.
11. The NIEA Library Project will support a part-time custodian to facilitate the up-keep of the Library Cultural Center facility.

12. Fringe benefits amounting to 10% of salary shall be provided by all contractors with Akwesasne Library Culture Center.
 13. National Endowment of the Humanities will provide consultants to teach cultural classes.
- B. The NIEA Library Project will assist the Library Cultural Center by providing for the expenditure of NIEA resources for utilities. The provision of utilities by the Center is in lieu of rent to the tribe.
- C. The NIEA Library Project will assist the Library Cultural Center in providing for communication elements designed to stimulate library use. Communications are a necessity in a community which is dispersed as well as being necessary to facilitate interlibrary loans and other communication. The operational components of this goal are:
1. The expenditure of NIEA resources to assure telephone for the library.
 2. The expenditure of NIEA resources for postage and supplies required to assure normal library loan services.
- D. The NIEA Library Project will assist the Library Cultural Center to develop its library collections by providing technical assistance in the selection of materials and resources for the purchase of learning materials. The operational components of this goal are:

1. To assist the Library Cultural Center with staff in using its written collection policy as a tool to improve the quality of the library collection. An improved collection will result in an increased interest on the part of the community.
 2. To assist the Library Cultural Center staff in its relationships with book jobbers and dealers. Increased communications between suppliers and the staff will result in increased efficiency in ordering materials.
 3. To expend on NIEA, LSCA, Mater Dei College, and Canadian Band Council resources to purchase additional print materials for the library.
 4. To expend LSCA resources to purchase non-print materials for the library.
 5. To expend NEH resources to purchase materials for the museum.
- E. NIEA Library Project will expend NIEA, LSCA, and NEH resources to purchase necessary supplies required for library and cultural center operation.
- F. The NIEA library staff will assist the Library Cultural Center in developing in-house program elements designed to stimulate Library Cultural Center use. In developing library, educational, and cultural programs which are new to the community, it is important that program elements be well conceived. The operational components

of this goal are:

1. To assist in upgrading library reference services by providing for increased reference time and capabilities on the part of the staff.
2. To assist in developing and continuing non-print services in the library-cultural center, and the community.
3. To assist the Cultural Center staff to continue story hours for the children in the community.
4. To assist the staff in continuing to provide study services of a special nature to the school children of the reservation on a nightly basis.
5. To assist the staff in continuing and further developing its art show in the library-cultural center.
6. To assist the Cultural Center staff in the further development of an art print and talking book collections for circulation on the reservation.
7. To assist the Cultural Center staff in continuing the development of the museum. This museum will have three basic functions, (1) to develop a quality collection of Iroquoian materials on display at the Cultural Center, (2) to tour visiting groups around the reservation for background, (3) to provide a forum for resource persons to develop materials and programs on the Mohawk people.

8. To assist the museum staff in its offering of arts and crafts classes to reservation residents.
 9. To assist the Cultural Center staff in developing educational programs for the use of reservation residents. This includes full cooperation with Head Start, Right-To-Read, the GED program, and college education courses from North Country Community College and Mater Dei College.
 10. LSCA resources will be utilized to provide bus service of residents to and from the library.
 11. To continue consumer education classes offered at the library.
- G. The NIEA Library Project staff will assist the Cultural Center in its continuing development of out-of-house services for the Library and Cultural Center. Increased outreach and two-way communication between the community and the Center is essential for program vitality. The operational components of this goal are as follows:
1. To assist the Cultural Center staff in developing and stocking deposit collections at seven gathering places on the reservation. Such deposits will continue to be stocked with paperbacks, magazines, and newsletters and will be serviced by the book-mobiles. Circulation records will be kept on a voluntary basis with patrons requested to return

- the materials to the deposit collection, the bookmobile or the library.
2. To assist the Library staff in developing additional programs, routes, and selecting materials which will result in the best use of the bookmobile and bus service. Particularly we would like to increase the number of stops made by the bookmobile on the United States side of the border. Additional hours will be available through LSCA funds.
 3. To expend NIEA resources to assist the Cultural Center staff in improving effectiveness and increasing the distribution of its existing newsletter and other public relations programs.
 4. To assist the Cultural Center staff in continuing its radio program on WSMA-Massena, about activities on the reservation, in general, and the library in particular.
- H. The NIEA Library Project staff will assist the Cultural Center staff in developing further programs and courses in terms of staff development. It is important that the Library Cultural Center staff attain as high an educational level as possible in order to provide quality library and information service to the Akwesasne community. The operational components of this goal are:

1. The expenditure of NIEA resources for short workshops, college courses and materials, and travel for comparative purposes.
2. To assist in upgrading library programs by providing for college courses leading to an associates diploma in library technology.

I. Evaluation

The NIEA Library Project staff will assist the Cultural Center staff to continue both formative and summative evaluation programs. The operational components of this goal are:

1. To assist the Cultural Center staff to continue and improve its formative evaluation program.
Statistics gathering will remain primary emphasis in this area. Improvements will be made in summative evaluation tools, which include the following:
The number of people who use the library.
Circulation of materials in the library.
The number of telephone inquiries.
The number of reference questions answered.
The number of inter-library loans made.
Circulation of materials at the deposit collections.
The number of items purchased.
The number of patients and residents served.
Narrative descriptions of programs undertaken.

2. The NIEA will provide funds for a comprehensive outside evaluation of the project, twice during the fiscal year.
- J. Essential new equipment will be fabricated or purchased.
1. LSCA resources will be used to provide necessary audio-visual equipment for the new A-V program.
 2. NEH resources will be used to fabricate new equipment for the museum.
- K. The NIEA will make a contract with the Akwesasne Library Cultural Center to provide the site with administrative and fiscal services.

Akwasasne Library and Cultural Center Plan Budget - Phase IV

Program Goal	Item		NIEA Project Funds			To Be Obtained From Other Sources			Program Grand
			No.	Description	Item Amount	Program Subtotal	Item Amount	Program Subtotal	
Objective									Total
Personnel									
A. Resources									\$44,762.40
	1.	Library Director 40hr/wk 52 wks/yr \$ \$4.00/hr.			8,320.00	26,426.40		18,336.00	
	2.	Library Aide #1 20hr/wk 52 wks/yr \$ \$3.50/hr			3,640.00				
	2.	Library Aide #2 20hr/wk 52 wks/yr \$ \$3.50/hr			3,640.00				
	2.	Library Aide #3 20hr/wk 52 wks/yr \$ \$2.50/hr			2,600.00				
	3.	Library Aide #1 10hr/wk, 4-22 to 12-1, 1974, @ \$3.00/hr.					960.00		LSCA
	3.	Library Aide #2 10hr/wk, 4-22 to 12-1, 1974, @ \$3.00/hr.					960.00		LSCA
	3.	Library Aide #3 10hr/wk, 4-22 to 12-1, 1974, @ \$2.25/hr.					720.00		LSCA

Akwasasne Library and Cultural Center Plan Budget - Phase IV

Program Goal	Item No.	Item Description	NIEA Project Funds			To Be Obtained From Other Sources			Program Grand Total
			Item Amount	Program Subtotal		Item Amount	Program Subtotal	Source	
Objective	4.	Community Relations Specialist 20hrs/wk, 52wks/yr. @ \$3.50/hr.	3,640.00						
	5.	Museum Specialist 20hrs/wk, 52wks/yr. @ \$3.50/hr.				3,640.00		NEH	
	6.	Library Aide #4 40hrs/wk, 52wks/yr. @ \$3.00/hr.				6,240.00		Canadian Band Council	
	7.	Library Aide #5 23hrs/wk, 4-22 to 12-1, 1974 @ \$2.25/hr.				1,656.00		LSCA	
	8.	Bus/Bookmobile Driver 13hrs/wk, 6-1 to 11-27, 1974, @ \$3.00/hr				1,008.00		LSCA	
	9.	Bus/Bookmobile Driver 3 days/Mo, 12 mos/ @ \$48.00 Mo.				576.00		Canadian Band Council	
	10.	Bookkeeper 8hrs/wk., 52wks/yr., @ \$3.00/hr.	1,248.00						

Akwasasne Library and Cultural Center Plan Budget - Phase IV

Program Goal	Item		NIEA Project Funds				To Be Obtained From Other Sources			Program Grand Total
	No.	Description	Item Amount	Program Subtotal	Item Amount	Program Subtotal	Item Amount	Program Subtotal	Source	Total
	11.	Custodian 8hrs/wk.; 52 wks/yr. @ \$2.25	936.00							
	12.	Fringe Benefits	2,402.40				1,576.00			
	13.	Museum Consultants					1,000.00		NEH	
Utilities		Heat & Lights	1,500.00	1,500.00						\$ 1,500.00
Communications	1.	Telephone	500.00							
	2.	Postage	500.00	1,000.00						1,000.00
Collections	3.	Print Materials	1,186.00	1,186.00				22,196.00		23,382.00
							9,000.00		LSCA	
							1,500.00		Canadian Band Council	
	4.	Non-Print Materials					2,700.00		Mater Del College	
	5.	Museum Materials					7,500.00		LSCA	
							1,496.00		NEH	
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Akwesasne Library and Cultural Center Plan Budget - Phase IV

Program Goal	Item		NIEA Project Funds				To Be Obtained From Other Sources			Program Grand
			No.	Description	Item Amount	Program Subtotal	Item Amount	Program Subtotal	Source	
Objective										Total
E. Supplies						600.00		964.60		\$ 1,564.60
				Office Supplies Phonograph Suppl. Museum Supplies	600.00		214.60 250.00 500.00		LSCA LSCA NEH	
G. Transportation		2.						2,240.00		2,240.00
				Bookmobile			1,200.00		Canadian Band Council	
				Bus			1,040.00		LSCA	
G. Public Relations		3.				1,000.00				1,000.00
				Newsletter, et al	1,000.00					
H. Staff Development						1,950.00		900.00		2,850.00
		1.		Workshops, Conference & Selected Consultants	750.00					
		1.		Staff Travel	1,200.00					
		2.		College Tuition					New York Indian Education Funds	
						167	900.00			

Appendix 4

Goals for Indian Library and Information
Service.

Goals for Indian Library and Information Service

A Joint Policy Statement Of:

National Indian Education Association

and

American Library Association

In order to meet informational needs of American Indians and to purvey and promote the rich cultural heritage of American Indians, the following goals are presented as guidelines for programs of library and information service serving American Indians.

Goal: All library and information service must show sensitivity to cultural and social components existent in individual Indian communities. All forms of library service will require the application of bi-lingual and bi-cultural principles to insure success.

Goal: Indian representation, through appointment to local boards and creation of local advisory committees concerning service to and about American Indians, is essential for healthy, viable programs. Goals should have input from those persons they attempt to serve; thus insuring programs and materials which will truly meet informational and other needs.

Goal: Materials which meet informational and educational needs and which present a bi-cultural view of history and culture must be provided in appropriate formats, quality, and quantity to meet current and future needs. The library should produce its own materials, if they are not available, in a language or format used by most of the community.

Goal: Library programs, outreach and delivery systems must be created which will insure rapid access to information in a manner compatible with the community's cultural milieu. Library programs in Indian communities must take into account that local community's cultural life style.

Goal: American Indian personnel trained for positions of responsibility are essential to the success of any program. Recruitment and training programs must be devised and implemented.

Goal: Continuing funding sources for library and information service must be developed. Library service, as a function of education, is a treaty right of American Indians.

Appendix 5

Operational Handbook, Standing Rock Tribal Library.

Standing Rock Tribal Library

Operational Handbook

March 1973

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Staff

Hours and Duties

1. Hours

2. Duties - Responsibilities

- a. Weekly newsletter
- b. Radio show
- c. Community relations
- d. Assisting in operation of library
- e. Deposit collections

3. Schedule

- a. Monday
 - Gather news for newsletter
 - Type master copy and mail by 5:00 p.m. to McLaughlin
 - Messenger, McLaughlin, S. D. 57642
 - Open library in the evening
- b. Tuesday
 - Gather news for radio show
 - Open library in the evening
- c. Wednesday
 - 10:30 a.m. tape the radio show. 9 minutes of airtime on KOLY. Telephone is 1-605-845-3654
 - Work on Community Relations. This consists of setting up programs of interest to the community, establishing and maintaining interest profiles of tribal offices and related agencies, and providing tribal offices and community residents with information of interest.
 - Open library in evening
- d. Thursday
 - Work on Community Relations
 - Service Deposit Collections
 - Open library in evening

- e. Friday
Work on Community Relations
Distribute newsletter
- f. Sunday
Open library
- g. Note - While keeping library open, primary duties will be to be assisting users. Secondary duties will be to assist in selection and processing materials and searching for desired information.

Loretta Boyer

1. Hours

2. Duties - Responsibilities

- a. Selection of materials
- b. Ordering materials
- c. Processing materials
- d. Circulation and statistics
- e. Reference service
- f. Physical appearance of library

3. Schedule

- a. The primary duty is to serve the people. Therefore, reference service and circulation will receive first priority at all times. Normally this will be when people want information or to borrow a book.
- b. Other duties receive a second priority. That is, they will be as reference and circulation permit. Priorities within this group may fluctuate. For example, if there are materials which require processing, processing would take priority over selection.
- c. Specific things to do every day.
 - (1) make sure the library is neat every day.
 - (2) check in magazines everyday when they arrive.
 - (3) complete circulation count daily and enter on statistics.

Arrangement of the Library

- 1. The library is arranged for easy access to information. Any change in arrangement is good if it facilitates access. It is bad if it confuses or frustrates access.

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2. Basically, materials in this library is divided first by type of material (its physical characteristics). At present there are the following divisions:
 - a. Books
 - b. Magazines and newspapers
 - c. Pamphlets and Government publications
 - d. Reference
 - e. Special subjects (all types of materials)
 - (1) Legal and Civil Rights
 - (2) Consumer Affairs
3. Within each type of material division material is further subdivided. Each subdivision is intended to uniquely fit that type of material. They are:
 - a. Books - by subject using colored tape
 - (1) Deposit - yellow
 - (2) Children - white
 - (3) Fiction - orange
 - (4) Occupational - blue
 - (5) Non-fiction - green
 - (a) Sports
 - (b) Consumer
 - (6) How-to-do it - purple
 - (7) Health and Safety - brown
 - (8) American Indian - red
 - (a) Legal and Civil Rights
 - b. Magazines and newspapers
 - (1) Alphabetically by title
 - (2) Exception -
 - (a) legal and civil rights - filed with legal and civil rights books
 - (b) Consumer - filed with consumer books
 - (c) Library - filed by desk
 - c. Pamphlets and Government Publications are kept separately in the vertical file.
 - (1) Pamphlets - by subject using colored tape
 - (a) Government Publications - yellow
 - (b) Consumer - white
 - (c) Legal and Civil Rights - orange
 - (d) Occupational - blue
 - (e) How-to-do it - purple
 - (f) Health and Safety - brown
 - (g) American Indian - red
 - (h) Non-fiction - green
 - (i) Note - may be further subdivided alphabetically by Sear's subject headings.

- (2) Government Publications - alphabetically by government and agency.
 - (a) Example, U.S. National Council on Indian Opportunity precedes U.S. Bureau of Indian Affairs, precedes Wyoming Indian Education.
 - (b) A xerox of the cover will be placed with the pamphlets for subject approach (see arrangement for pamphlets)
 - (c) Reference - arranged by Dewey Decimal System in ordinal arrangement
 - (d) Special Subjects - arrangement indicated on shelves.

4. Files

- a. Access to many materials and services is based on files of cards maintained by the library. These files must be maintained accurately to insure efficient service.

b. Files maintained.

- (1) Selection File
 - (a) Location: Librarian's desk
 - (b) Purpose: To keep information (i.e. ads, requests, reviews) on materials being considered for purchase.
 - (c) Arrangement: Alphabetical by title
 - (d) Use: Orders are made from this file.
- (2) On order file
 - (a) Location: Librarian's desk
 - (b) Purpose: To keep an orderly list of materials, thereby inhibiting unintended duplication.
 - (c) Arrangement: Alphabetical by title
 - (d) Use: New orders are checked against this file to avoid duplication.
- (3) Card Catalog (Reference Collection)
 - (a) Location: Librarian's desk
 - (b) Purpose: To enable library users comprehensive use of the Reference Collection
 - (c) Arrangement - Dictionary (authors, titles, and subjects filed together in one alphabetical A-Z sequence)
 - (d) Use - This is a regular card catalog used by the library staff and patrons as the key to information in the reference collection.
- (4) Circulation File
 - (a) Location: Librarian's desk
 - (b) Purpose: To keep a file of materials which are presently checked out
 - (c) Arrangement - by date due, subdivided alphabetically by title.
 - (d) Use - 1) to keep track of circulation statistics, 2) to make possible the recall of overdue books, 3) to make possible the recall of books wanted by another user.

- (5) Borrower's File
 - (a) Location: Librarian's desk
 - (b) Purpose: To indicate address and phone number of library users.
 - (c) Arrangement: Alphabetically by user's last name.
 - (d) Use - used when occasion requires, (for example - to recall an overdue book, or to send notice of a library meeting)
- (6) Inactive Card Catalog Files
 - (a) Location - Librarian's Desk
 - (b) Purpose - to store catlog cards for future time when collection may be cataloged.
 - (c) Arrangement - none
 - (d) Use - none, at present
- (7) Correspondence File
 - (a) Location - vertical file
 - (b) Purpose - normal business file of library
 - (c) Arrangement - alphabetical
 - (d) Use - normal office use

Processing

How to Select Books

1. Library materials are selected according to user needs. At present we have three sources of user demand or criteria to help us select books.
 - a. User request. If two or more people request the same book, perhaps we should buy it.
 - b. The Survey. This survey mentions many subjects of interest to the community.
 - c. The Selection Policy. This policy is the official document governing selection in this library. It is attached to this document as Appendix I. All persons involved in selection should read it carefully.
2. There are six sources of library materials available for order. In general information is taken from each of these sources if it meets user needs and is put in the Selection File. Specifically each works as follows:
 - a. User requests. If two or more people request a specific book, check to see if the book is in Books in Print. If it is copy down all the information on a 3 x 5 card and put it in the selection file. If it is not, ask the user for as much information as he can recall, put on a 3 x 5 card, and file in Selection file.

- b. MARC - Oklahoma Indian list. Library staff will review this as it is received. Materials of interest will be clipped and filed in the Selection File, alphabetically by title. Remaining material will be discarded.
- c. Library Journal. Library staff will review this magazine when it is received. The Book Review sections and advertisements will be scanned. Materials which meet user needs and criteria will be cut out and filed in the Selection File. Alphabetically by title. The magazine will then be filed.
- d. Previews. The reviews and advertisements in this magazine will receive identical treatment to Library Journal.
- e. Advertisements. You will receive advertisements in the mail for library materials. Look at them as they arrive. Those which meet user needs will be filed alphabetically by title in the Selection File. If you have to clip an ad to file two books on one page, be sure that you have the publisher's name on all the slips you file. Discard all ads not put in Selection File.
- f. Group or Subject Request. These will vary in length, subject, etc. Basically you will be working with a list. Check the list against Books in Print. If you find it, take down all the information on a 3 x 5 card for each title and file alphabetically by title in the selection file.

How to Order Books

1. As you receive money for books, you will take information from the selection file to prepare the orders. At times you may be requested to order in special subjects. In this case you need only pull that material from the Selection File. Normally you will not be able to buy all the books in the Selection File, but will have to pick and choose the ones you want.
2. Steps
 - a. Pull and select material from the Selection File.
 - b. Run a rough addition of list price. You should order books that total 1 1/2 times the amount you have to spend. For example, if you have \$1,000 to spend, order \$1,500. worth of books. We do this because we normally get 1/3 off on the books we buy.
 - c. Type 5 part order forms include:

Author	Place
Title	Date
Publisher	Cost
	No. of Copies
 - d. Take off top slip and file in On Order File alphabetically by title.

(1) If you see duplication and don't think we need extra copies throw away that set of slips.

- e. Prepare Baker and Taylor instruction sheet, place with, the order slips and mail to: NIEA, 2675 University Avenue, St. Paul, Minnesota 55114
- f. Books will be ordered through Veterans Memorial Public Library in Bismarck, North Dakota.
- g. At times paperbacks will be ordered through the Bookmen in Minneapolis. Such books will be selected by NIEA staff and forwarded direct. No orders are prepared.

How to Process Books

1. Match slip (yellow) with book and insert (this applies only to B & T books)
 - a. Stamp books - tops, title page, p. 13
 - b. Count books and enter on statistics sheet.
2. Decide subject area
 - a. Deposit - yellow
 - b. Childrens - white
 - c. Fiction - orange
 - d. Non-fiction - green
 - e. Occupational - blue
 - f. How-to-do it - purple
 - g. Health & Safety - brown
 - h. American Indian - red
 - i. Sports - green
 - j. Consumer - green
 - k. Legal & Civil Rights - red
 - l. Reference Dewey Decimal Number
 - m. Write subject on verso of title page and buff order slip
3. Apply Tape For Subject
 - a. Put on spine and dust cover, if required. A dust cover is required only when hardbacks do not have identical backs and dust covers.
 - b. 2 inches above bottom.
 - c. Apply plastic jacket
 - d. Reference books do not require a tape
4. Type Card
 - a. Author, last name first

- b. Title
 - c. Subject
 - d. Glue pocket on front fly leaf
 - e. Glue date due slip on front fly leaf
5. File Order Slip by Title (Buff) in Title File
 - a. If there is no order slip, type a 3 x 5 card with title and author, last name first.
 - b. Revise before dropping rod.
 6. If There Are Catalog Cards.
 - a. If reference, file in reference catalog
 - b. If not, file in inactive file
 - c. Send a copy of main entry to State Library in Bismarck.

How To Process Magazines

1. Check Serials Record for Card
2. If No Card
 - a. Check to see if we ordered it
 - b. If not, put it in the deposit collection as a give away.
 - c. If we ordered it, fill out a serials card and enter normally.
3. Enter on Serials Card
 - a. Enter it in appropriate place
 - b. Underhook entry as indicated on serials card
 - c. If serials card indicates deposit, write deposit on the cover.
 - d. If serials card indicates PHS, write PHS on the cover.
4. Stamp all Magazines With Rubber Stamp
5. Put Magazines on Shelf, Or Take Over to Deposit Collection
 - a. If on shelf, take old issue and put under display area
 - b. If at deposit, retrieve old issue, if available hold at Library to make a complete volume.

How To Process Pamphlets

1. Pamphlets will arrive preprocessed in two forms - in and out of folders.
2. Pamphlets received in a file folder will be filed alphabetically by subject heading within the appropriate color code, i.e. red - Dakota - Language.
3. Pamphlets received out of file folders, will be filed in the indicated color and subject heading.

How To Process Government Publications

1. Government Publications are filed alphabetically by issuing agency. That is:

Oklahoma Indian Education Section precedes U.S. Bureau of Indian Affairs, precedes U.S. Dept. of Health, Education and Welfare precedes, Wyoming Indian Education Department.

2. Each Government Publication will have a label indicating correct filing order.

SERVICES
Circulation

Circulation Rules

1. To check out anything, patron must have a Borrower's Card.
2. All books and other materials are checked out for 3 weeks and may be renewed in person, by mail, or by phone.
3. If someone else wants to read a book that is checked out, attach the person's name to the circulation card and notify requestor on return. No requested books may be renewed by original borrower.
4. If a patron habitually loses books, borrowing privileges may be suspended.
5. If a book is overdue by _____ weeks, the user is sent a request to return or renew the book.

How To Check Out Library Materials

1. Ask Patron for Borrower's Card.
 - a. If no Borrower's Card, fill one out. Also make a 3 x 5 card for Borrower's File with following information:
Name _____
Address _____

Telephone _____
Library Card No. _____
 - b. File 3 x 5 card in Borrower's File. Give Borrower the Library Card.
 - c. If Borrower says card is lost, check the Borrower's File if you don't think you have information on him. It is not necessary to type a new card.

2. Have Patron sign Circulation Card.
3. Stamp the return date on the Circulation Card and date due slip.
4. File Circulation Card by date due, subdivided by title.
5. If a magazine, pamphlet, or Government publication, fill out a 3 x 5 slip with title, volume, number, and date. Repeat II. through IV. Except stamp back cover of material, instead of a date due slip.
6. Overdues
 - a. If another patron wants a book that is checked out, send out a request to return it after normal circulation is completed.
 - b. After a book is _____ weeks overdue, request a renewal or return.

How To Find Information

1. Always try to answer questions calmly, courteously, and rapidly. Try to inspire confidence and a can do spirit. We are trying to meet a need.
2. You have the following resources to use -
 - a. The book collection.
 - (1) If the person wants information on a specific subject, show him that section of books.
 - (2) If the person has a specific title in mind, check the Title File.
 - (3) If the person has a specific author in mind, and doesn't know the title, check Books in Print for the title. Go to the Title File to see if we have the book.
 - (4) If we don't have it, offer to get similar information now from another source (i.e. another book, reference book, etc.) or interlibrary loan specific book from Bismarck (see below).
 - b. The magazine collection.

- (1) If the person knows the magazine, see if we have it.
 - (2) If the person wants information on a specific subject, check the indexes. (i.e. Reader's Guide)
 - (3) If we do not have the material, offer to find similar information in the library or interlibrary loan from Bismarck.
- c. Reference books and encyclopedias.
- (1) These are excellent sources for short, concise information.
 - (2) For specific subjects, check the card catalog.
 - (3) If the person wants more information, offer to get information from elsewhere in the library or through interlibrary loan.
- d. Pamphlet file and Government publications.
- (1) The P.A.I.S. Bulletin and Vertical File Index are the indexes of authors, titles, and subjects for the Pamphlet File. The Monthly Catalog and Monthly Checklist are the indexes for Government publications. Check them if a problem arises or more information is wanted.
 - (2) Pamphlets are arranged by subject. Title pages of Government publications are here also. The actual Government publications are arranged by issuing agency.
 - (3) Offer to help person find specific information using subject arrangement in file or indexes. Like reference books, this file is normally something the user will not think of and will have to be shown how to use.
 - (4) Always offer to get similar information from another source or to interlibrary loan a specific item from Bismarck.
- e. The telephone. Ma Bell is often the only way to answer a request for local information. Don't be afraid to use it.
- f. Interlibrary Loans. Directions -

- (1) Send all requests to Veteran's Memorial Public Library,
520 Avenue "A" East, Bismarck, North Dakota 58501.
Telephone Number: Area Code (701) 223-4267
- (2) If the information is a rush item, phone, otherwise write,
using Interlibrary Loan form.
- (3) Get all the specific information before phoning or writing.
 - (a) if a book - author, title, publisher, date.
 - (b) if an article - author, title, name of magazine, volume,
number, date, page numbers.
 - (c) if a subject - get a good idea of the subject so you
can explain it.
 - (d) if a reference question, i.e. Hank Aaron's home run count,
be as specific as possible.

Statistics

1. The Form on the following page is the one to be used. It will be completed
at the end of the month and forwarded to N.I.E.A.
2. Keep the record up everyday. Estimate where necessary. Try to be as
specific as possible.
3. Specific items.
 - a. Number of people who use library - the count of those who enter in
any given day.
 - b. Library Circulation - the number of books, magazines, pamphlets,
and government publications which are checked out.
 - c. Telephone inquiries - number of telephone calls received.
 - d. Reference questions - the number of times that you help people
find information.
 - e. Interlibrary Loans - number of items borrowed plus number of questions
referred.

- f. PHS Deposit Circulation - estimated number of items used and checked out.
- g. Community Center Deposits Circulation - estimated number of items used and checked out.
- h. Number of items purchased - number of books, pamphlets, and government publications added to the collection.

PROGRAMS

Newsletter

1. The newsletter is a primary information distribution system for the library. Its goal is to present short concise information on programs and activities on the Standing Rock Sioux Reservation.
2. Procedure
 - a. Monday - Gather news for the newsletter. Type master copy and mail to McLaughlin Messenger, McLaughlin, South Dakota 57642.
 - b. Friday - 700 copies of the newsletter will be received. Distribute to:
 - (1) Tribal Office (100 copies)
 - (2) Complex Reception Desk (50 copies)
 - (3) PHS Waiting Room (50 copies)
 - (4) Trading Post Store (150 copies)
 - (5) Neighborhood Center (50 copies)
 - (6) BIA (50 copies)
 - (7) Sioux Village Center (50 copies)
 - (8) Service Station (50 copies)
 - (9) Pelican's Inn (50 copies)
 - (10) Store near Post Office (50 copies)
 - (11) Laundromat (50 copies)
 - c. In addition, 50 copies each are sent from McLaughlin directly to:
 - (1) Mrs. Catherine Feather Earring
School Library
Cannonball, North Dakota 58528
 - (2) Sherman Iron Shield
Shields, North Dakota 57772
 - (3) Mrs. Adel Little Dog
Little Eagle School
Little Eagle, South Dakota 57639

- (4) Mr. Gilbert Kills Pretty Enemy, Sr.
Bullhead, South Dakota 57621
- (5) Robert Yellow Fat
Kenel, South Dakota 57642
- (6) Community Center
Wakpala, South Dakota 57658

Radio Show

1. The Radio Show is a primary information distribution system for the library. Its goal is to provide information, usually by interview, to the Standing Rock Sioux Tribe.
2. Procedure
 - a. Telephone a nine (9) minute radio show to KOLY at 10:30 a.m. each Wednesday morning. Telephone is: 1-605-845-3554
 - b. Try to include subject in previous week's newsletter.

Deposit Collections

1. Set It Up
 - a. Contact PHS
 - (1) Tell them when service will start
 - b. Contact Community Centers
 - (1) Check on shelving
 - (2) Arrange for Shelving
 - (3) Tell them when service will start
 - c. Select books
 - (1) All deposit books will have Standing Rock Tribal Library taped on back.
 - d. Print Rules Cards (3) to read:

Standing Rock Tribal Library

These books are for you to use here or at home

If you want to take a book home,

write your name on the card in the front of the book,

put the card in the box,

return the book when you are through with it.

If you don't see what you want, drop by the library, we'll get it for you.

- e. Make a box for circulation cards (3)
- f. Place books, rules, and circulation cards on location

2. Maintain the collections

- a. Take magazines and a few books weekly
- b. Collect old magazines
- c. Take a circulation count, estimate if necessary.

How To Set Up An Adult Services Program

1. Outline

- a. Planning
- b. Arranging for speakers and programs
- c. How to conduct the program

2. Planning

- a. Programs will consist of films and speakers
- b. They will be held on weekday nights at 7:00 p.m. in the lounge.

The night is .

- c. Usually the film will be related to the speaker.
- d. Our programs -

Date	Subject
(1) April	
(2) April	
(3) May	
(4) May	
(5) June	
(6) June	

3. Arranging for films and speakers
 - a. Always write a letter of invitation to speaker and request a written reply (always give date, time and place)
 - b. Rent films from University of Minnesota
 - (1) Be prepared to change films
 - (2) Make arrangements to borrow projector from school.
 - c. Advertise in newsletter and Standing Rock Star.
4. How to conduct the program
 - a. Five days ahead call speaker or film person
 - b. 1 day ahead - call speaker
 - c. Same day - call speaker
 - d. Same day = pick up projector
 - e. Set up room with seats, ashtrays, etc.
 - f. Select some books on the subject and make available
 - g. Open meeting
 - (1) Always mention Library
 - (2) Indicate where books are available
 - (3) Introduce speaker or film
 - (4) Run projector
 - h. Close meeting and thank them for coming. Checkout books.
 - i. Next day - return projector and film.

Appendix 6

Materials Selection Policy, Standing Rock Tribal Library.

Materials Selection Policy

I. Goals

It is the goal of the Standing Rock Tribal Library to meet the informational needs of the Standing Rock Sioux people through provision of high quality materials and services within constraints of time and budget. The community and its informational needs are fully described in the book, A Design For Library Services: Standing Rock Sioux Tribe.

II. Responsibility For Selection

Final responsibility for materials selection rests with the Director of the Library who operates within the framework of policies determined by the Library Advisory Board. Staff members participate in selection. The people are encouraged to recommend materials for consideration.

III. Principles Of Selection

A. Selection is based on the merits of a work in relation to the informational needs, interests, and demands of the Standing Rock Community. Basic to this policy is the Library Bill of Rights, which states, in part "In no case should any book be excluded because of the race or nationality or the political or religious views of the writer. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times...and books and other reading material of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval."

B. Responsibility for the reading of children rests with their parents or legal guardians. Selection should not be inhibited by the possibility that materials may inadvertently come into the possession of children.

C. Materials with an emphasis on sex, or containing profane language should not be automatically rejected. Selection should be made on the basis of whether the book presents life in its true proportions, whether characters and situations are realistically presented, and whether the book has literary value.

IV. Consideration of Objections

The Review of questioned materials will be treated objectively, unemotionally, and as an important routine action. Every effort will be made to consider objections, keeping in mind the best interests of the community. Since differences of opinion do exist in our society, the following procedure shall be observed to recognize those differences in an impartial and factual manner.

A. All criticism shall be presented in writing to the Director of the Library. The REQUEST FOR RECONSIDERATION form (approved by the American Library Association) shall be used. It should be filled out as completely as possible and shall be signed and identified so that a proper reply can be made.

B. The material in question will be withdrawn from circulation until it is read and discussed by a library committee, which will be convened by the Director. This committee shall consist of the Director, a community member, and a member of the Library Advisory Board.

- C. The committee will review the questioned material and all critical evaluations available. General acceptance of the material shall be checked by consulting authoritative lists in light of the selection policies of the Library. A thorough review of questioned materials shall be treated objectively: passages shall not be taken out of context and the material shall be evaluated as an entity.
- D. The final decision of the committee shall be implemented by the Director.
- E. The complainant shall be sent a copy of the evaluating report and decision.
- F. A copy of this procedure shall be available in the library.

REQUEST FOR RECONSIDERATION

Author:

Title:

Request initiated by:

Address:

Telephone:

Person making request represents: ☐ himself; ☐ group/organization (give name):

School in which the material is used:

1. To what do you object? (Please be specific; cite examples)
2. What do you feel might result from the use of this material?
3. For what age group would you recommend this material?
4. Is there anything good about this material?
5. Did you read the entire book, or view entire film? ☐ What parts?
6. Are you aware of the judgment of this material by experts in the field?
7. What do you believe is the theme or purpose of this material?
8. What would you like the school to do about this material?

V. Subject Criteria - Adults

In order to meet expressed informational needs on the Standing Rock Sioux Reservation as described in A Design For Library Services, the Standing Rock Tribal Library System will collect adult and adolescent materials in the following subject areas:

- (1) Legal and Civil Rights. This includes all print and non-print material currently in lay and technical form available, related to the legal and civil rights of Sioux Indians. Particular emphasis will be given to collecting: Federal and state documents, guidelines and opinions; serial articles; legal briefs; and court transcripts directly related to the legal and civil rights of the Standing Rock Sioux Tribe.
- (2) Occupations and Vocations. The library will collect popular level print and non-print material developed for the use of people interested in developing their own job skills. Reference materials will be purchased and/or developed to indicate job opportunities and requirements generally and locally.
- (3) Health and Safety. The library will collect print and non-print material currently available on home and recreational safety; personal hygiene; physical and mental health; and diet and nutrition. Materials will be non-technical in nature and designed for use by lay persons.

- (4) American Indian Culture. Every effort will be made to collect available print and non-print materials on American Indian Culture. Emphasis will be given to materials on the Sioux and urban Indians. Out of print and other elusive materials on the Standing Rock Sioux will be purchased or reproduced as they become available.
- (5) General Education. The library will collect popular and self-teaching print and non-print materials presently available in the field of general education. Emphasis will be given to the development of a collection of self-teaching materials on practical, how-to-do it subjects.
- (6) American Indians in Urban Society. As materials become available, the library will collect them.
- (7) Consumer Information. The library will collect currently available, popular level materials in all formats which deal with personal money management and consumer affairs.
- (8) General Collection. The library, in addition to the specific subject areas listed above, will collect currently available general reading materials. These materials will be collected with the goal of providing general information and entertainment. Areas to be included are current events, recreation, family life and fiction. A limited amount of non-print materials will be provided in these areas.

VI. Subject Criteria - Children

In order to meet the expressed informational needs on the Standing Rock Sioux Reservation as described in A Design For Library Services, the Standing Rock Tribal Library System will collect children's materials in the following subject areas:

- (1) Schools subjects. The library will support curriculum in the schools by providing currently available print and non-print materials related to school coursework.
- (2) American Indian Culture. Every effort will be made to collect available print and non-print materials on American Indians, particularly the Sioux.
- (3) Recreational Activities. The library will collect currently available, print and non-print material on: Pow-wows and other Indian cultural events; games; sports, particularly those played locally, and hobbies.
- (4) Health and Safety. The library will collect currently available print and non-print materials, on first aid, safety and personal hygiene.
- (5) Current Events. The library will collect selected currently available print and non-print materials on current events, particularly state and national.
- (6) Using Goods and Services. The library will collect currently available print and non-print materials on personal money management and consumer affairs.
- (7) General Collection. The library, in addition to

the specific subject areas listed above, will collect currently available general reading materials. These materials will be collected with the goal of general information and entertainment. Areas to be included are: Family life, easy reading, pre-school, and fiction. Limited amounts of non-print materials will be provided in these areas.

VII. Format

Format is integral to this selection policy. The presence of over-sized type and clear printing are to be considered favorable characteristics. Quantity and quality of illustrated materials are important in the selection process. Generally, if both paperback and hardcover editions of print materials is available, the paperback copy will be ordered. Exception will be reference materials which will be in hardcover editions wherever possible.

VIII. Duplication

Duplicate copies of library print materials in areas of high interest are specifically encouraged. For adults and adolescents areas of high interest include (1) legal and civil rights; (2) occupations and vocations; (3) health and safety; (4) American Indian Culture; (5) general education; and (6) consumer information. For children areas of interest include: (1) school subjects; (2) American Indian culture; (3) recreational activities; (4) health and safety; (5) current events; and (6) using goods and services. Often very limited numbers of titles exist in these areas. By duplicating titles in

these areas, supply will approach demand.

Most print library materials are purchased in single copies. This is especially true for the general reading collection and areas of high interest where many print materials are available.

IX. Reading Level

Reading level is integral to this selection policy. Reading level is to approximate that of the intended user. A reading level of 7th to 10th grade should be considered the norm for adult selection purposes. Easy reading materials receive high priority in the selection process.

X. Relationships With Other Libraries

In those communities where school and community library functions are separate, the Standing Rock Sioux Tribal Library offers auxiliary library materials to the students. It offers study aids and reference materials, general and recreational reading materials. No effort will be made to stress supporting the curriculum. Library resources will compliment rather than duplicate each other, especially in areas of scant library resources.

In those areas where the community and school library functions are combined, the Standing Rock Sioux Tribal Library will provide materials to serve all the informational needs of the community.

XI. Texts

Providing textbooks and curriculum materials is not generally held to be the responsibility of the library. Textbooks should be

purchased for the collection when they supply information in areas in which they may be the best, or the only, source of information on the subject.

XII. Non-Book Materials

Purchase of non-book materials should be governed by the same principles and criteria applied to book purchase.

XIII. Gifts

Selection of gifts should be governed by the same principles and criteria applied to the selection of an item for purchase.

XIV. Maintenance of Collection

The collection should be periodically examined for the purpose of weeding, binding or repair of materials to maintain a balanced, attractive book stock.

XV. Provision For Review of Policy

This policy may be revised by the Library Advisory Board as time and circumstances require.

Appendix 7

Sample issue of Standing Rock Tribal Library Newsletter.

Standing Rock Tribal Library Newsletter

A Publication of the Standing Rock Tribal Library

Editor - Margaret Teachout - Coordinator Library Projects
Francine Gilbert - Little Eagle Aide
Linda One Skunk - Bullhead Aide

Monica Comeau, Director of Library
Patricia Ann McLaughlin, Assistant Librarian
Standing Rock Tribal Library Headquarters
Sr. Community - Classroom 5, Skill Center
Fort Yates, North Dakota 58538
Phone: 701-854-2901



Margaret Brave Bull - Librarian
Cannon Ball School-Community Library
Cannon Ball, North Dakota 58528
Phone: 701-544-7795

Volume 32.

April 4, 1975

Number 1

STANDING ROCK COMMUNITY SKILL CENTER SNOWED UNDER ONE WEEK

The Standing Rock Community Skill Center, which houses the Community College, Indian Action Team, Title IV Education Program, and the S.R. Tribal Library, were all completely closed down from March 24 until March 31, due to the heavy blizzard conditions which created huge snow banks and made it impossible to gain access to the building although other officers were open the earlier part of the week.

All Community Schools were closed down on the reservation, including St. Bernards Mission but with school resuming back to normal class schedules by April 1, hopefully all district schools are back to regular routine by this time.

Blizzard conditions which began all over the state of North Dakota on Saturday, March 22, continued onto Monday, 24th, with all highways blocked with no respite whatsoever, until Tuesday 25, the storm had raged over 48 hours.

Then, Tuesday, the National Weather Service in both the states of North and South Dakota advised of another new blizzard warning which was approaching from the eastern state of Montana and warned continually that it would be more intense with high winds at 30 to 50 miles per hour and last for a longer duration of 24 to 36 hours, after its arrival on Tuesday night, the storm raged into the early hours of Saturday A.M.

Many highways were blocked throughout the states, entrance roads into farms, ranches, all rural homes were isolated, everyone was completely snowed in everywhere. Many ranchers worked all hours of the night and day in attempts to save the newborn calves, losses were quite high with calves and cattle, in some areas.

By Saturday, after the storm lifted, Melvin White Eagle, Standing Rock Sioux Tribal Chairman, and Pat McLaughlin, Vice Chairman, were on flight in a light plane over the entire Standing Rock Reservation to check for any distress and emergency signals, as snow plows were breaking down and the operations were slowed in maintenance to the rural and remote areas. Maintenance Crews from the Bureau of Indian Affairs worked 24 hours

daily and the Social Services Department in the BIA, with Sexton Orms, Eunice Gipp, Beverly Eagle Shield and Francis Hanks, all worked late into the evening hours of Saturday granting orders and checks for assistance with food and emergencies.

We are sure that everyone within the communities and the districts are grateful to these people for their efforts and we wish to show our appreciation by expressing our thanks to all of the people who worked so hard.

Finally, by Tuesday, April 1, the Community Skill Center was cleared of the snow banks in the driveways and entrances to enable everyone to return to work and classes. Now we will pray for spring.

PORTRAIT SKETCHES

Steve Brave Crow is taking orders for portraits and sketches in black & white, charcoal and color too. Anyone interested, please contact him in care of the *Standing Rock Star*, phone number 854-6342 or 854-6451, Detox Center.

STANDING ROCK TRIBAL ADVISORY BOARD OF EDUCATION

The Standing Rock Tribal Board of Education held a joint meeting with the Little Eagle Advisory School Board and the Bullhead Advisory Board on March 17, 1975, to review the Phase II of the Design Plan for the proposed educational facilities on the Standing Rock Reservation.

Phase II of the plans for design will include the Fort Yates Elementary School, Bullhead Elementary School, Little Eagle Elementary School, the Vocational Technical and Music areas for the Secondary school at Fort Yates, North Dakota and the Home-living Units for Fort Yates.

Dr. Gerald Gipp and Dr. John Tippeconnic of Penn State University will be conducting meetings with the school boards, educational staff and community members on April 9, 10, and 11, 1975. The meetings are in reference to long-range comprehensive planning to be undertaken by the Bureau of Indian Affairs Schools. All parents and community members are urged to attend the community meetings as scheduled in the *Districts*.

(Continued on Back Side)

The purpose of the meetings is to review the steps involved in the long-range comprehensive planning and to implement the initial phases of the planning.

Meetings have been scheduled as follows:

April 9, 1975 1:00 p.m. Student Council, Fort Yates High School
April 9, 1975 3:00 School Staff, Fort Yates
April 10, 1975 10:00 a.m. School Board (Fort Yates and Bullhead)
April 10, 1975 7:00 p.m. Community Meeting (Fort Yates Skill Center)
April 11, 1975 2:00 p.m. Community Meeting (Bullhead Day School)

MARCH 17, ST. PATRICK POW WOW HELD AT BULLHEAD

A St. Patrick Pow Wow was held at the Bullhead Community Center, four Indian educators from the district of Bullhead were honored, with Mr. Louis Whirlwind Horse, Reservation Principal of the Standing Rock Community High School in Fort Yates was the guest speaker.

The following are the names of the four people honored, Mrs. Wilma Red Bear, Basic Skills, and Mary High Cat, fourth grade teacher, both at Bullhead School, Mike Kills Pretty Enemy, Principal of Bullhead Community Day School and Emmet White Temple, works in the Education Department. Congratulations! to our Indian educators, a great asset to our children & community.

PLEASE NOTE

Mr. Emmett White Temple was selected for the *Native American Program in Educational Administration at Penn State University*, Pennsylvania. He attended Penn State University from August, 1974 through February, 1975, and has completed all course work on campus and is now serving his internship back on the Standing Rock Reservation with Bureau of Indian Affairs in Education.

He is presently in the process of completing his masters paper and will graduate at the end of the summer term in August.

STANDING ROCK SIOUX TRIBAL NEWS

Plan 5 as the Plan presented by the little Eagle District has received the highest number of votes at the Advisory Referendum held on March 20, 1975, and will be the *Election Plan* to be presented to the people at a special election to be called by the *Secretary of the Interior* for the purpose of amending *The Constitution of the Standing Rock Sioux Tribe*.

PLAN 5: "The Tribal Council shall consist of officers and fourteen [14] councilmen. The Reservation would be reapportioned into two Areas:

Area No. 1	Area No. 2
1a. Cannonball	2a. Bullhead
1b. Fort Yates	2b. Kenel
1c. Porcupine	2c. Little Eagle
Population: 2,339	2d. McLaughlin Subdistrict
	2e. Wakpala
	Population 2,544

Four of the Fourteen councilmen shall be residents of Area No. 1 without regard to residence in any district, and two shall be residents of Area No. 2 without regard to residence in any district.

Each of the remaining eight councilmen shall be a resident of the district or subdistrict from which he is elected at large. Three councilmen shall be residents of the districts in Area No. 1 and five councilmen shall be residents of the districts in Area No. 2, except that two councilmen shall be residents of the Little Eagle District, of whom one shall be a resident of the McLaughlin Subdistrict of the Little Eagle District, and one a resident of that portion of the Little Eagle District outside of the McLaughlin Subdistrict.

Candidates for offices in Area No. 1 would be elected by electors in Area No. 1 only. Same for Area No. 2.

Seven [7] councilmen shall be elected annually by the qualified voters of the Tribe at large each for a term of two years. Of the seven councilmen to be elected in the even numbered years, four shall be residents of Area No. 1 without regard to residence in any district, two shall be residents of Area No. 2 without regard to residence in any district, and one shall be a resident of the McLaughlin subdistrict of the Little Eagle district.

Of the seven councilmen to be elected in odd numbered years, each shall be a resident of the district of his residence from which he is elected at large.

This plan would be within 4.2% of the population between Area No. 1 and Area No. 2 and Satisfies the requirements of the equal protection clause of the Indian Civil Rights Act.

McLaughlin was established a Subdistrict of the Little Eagle District in the decision of the Federal Court in *One Feather v. White Eagle*, Civil No. 1185. Under Plan 5, McLaughlin can be made a separate district or kept a subdistrict, depending upon the wishes of the people."

PUBLIC HEALTH EDUCATOR

Impetigo is a skin infection primarily seen in children and common in warm weather. It is found world-wide; especially in areas where personal hygiene (use of soap and water) is neglected and people are crowded.

Local spread occurs through scratching and release of the infected vesicle fluid. The disease is spread to others in direct contact with the infected person.

Treatment consists of local and general cleansing of the skin; application of an ointment prescribed by a physician, covering with a loose dressing to prevent further contamination and appropriate antibiotics prescribed by a physician.

Submitted by: Loretta M. Day, R.N.

I shall pass through this world but once. If I therefore, there be any kindness I can show, or any good I can do, let me do it now; let me not defer it or neglect it, for I shall not pass this way again.

-Grellet

Appendix 8

Examples of published NIEA Library Project press releases.

Massaja, v.2, no.10,
November, 1974

Wins Award



Mrs. Anna Rourke



A National Newspaper of Indian America
The American Indian Historical Society
Editor and Publisher

National headquarters: 2451 Masonic Avenue
San Francisco, Calif. 94117 — Telephone: (415) 626-5235
Published monthly — By subscription
Member, American Indian Press Association

Mrs. Anna Rourke, Library Director at the Akwasasne Library Culture Center, has been selected to receive the Asa Wynkoop Award for 1974 from the New York Library Association.

This award is given to an individual responsible for "... outstanding librarian service to a community of 7,500 or less population." The award's letter stated in part that, "the committee is delighted with our nomination and sends you its heartiest congratulations on a well-deserved honor." The award was presented at the Annual Banquet of the New York Library Association.

The award carries an honorarium of \$200.00, part of which Mrs. Rourke will use to attend the National Indian Education Association Annual Conference to be held in Phoenix, Arizona on November 11-14, 1974.

Mrs. Rourke is a Mohawk Indian. The Akwasasne Library Culture Center is located on the St. Regis Mohawk Reservation which lies in Canada and the United States. Services of the Center include a library, museum, bookmobile, and educational and cultural programs designed for use by the Mohawk people. The Center is one of three demonstration sites of the National Indian Education Association Library Project.



Ulassaja

"Let My People Know"

A National News

2, No. 4



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April-May, 1974

WOWAPI YAWAPI WAŠTE ANPETU IYOHI WOWAPI YAWAPI



Lee Antell, National Indian Education Association library project director, addresses grand opening audience at Little Eagle School Community Library.

PROJECT HAPPENINGS . . .

PROJECT MEDIA NEWS

Project MEDIA, a federal grant program under Title IV, Public Law 92-318, is in the first year of a planned five-year program. It has three main goals:

1. Information will be gathered for an automated data base (computer) of Indian bibliographic materials. The information will be taken from books, tapes, records, films, teaching materials, articles, (and more) that either pertain to Indian education or feature Indians. Together with the evaluation, this information can be printed in a catalogue for the use of the Indian community.
2. Through consultation with the Indian community, a **standard** guideline will be developed for evaluating the information in the data bank.
3. As soon as the project is well under way, workshops will be carried out in the ten HEW regions to inform Indian librarians and educators and to show non-Indians what is written and presented to depict Native Americans and to teach them how mistakes and misjudgments can be corrected.

As a first step in the consultation, the Project MEDIA staff has sent out a letter to 4,000 members of the Indian community requesting participation in the evaluation guideline development. It is hoped that everyone will take this opportunity to contribute his knowledge to this important project.

LIBRARY CAREER INFORMATION

The Library Project staff announces that information on library careers for Indians is available from Ms. Marilyn Salazar, Office for Personnel Resources, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Every level and type of library needs qualified Indian professionals: school, public, mobile and academic libraries; all specialties are needed: administration, public services, technical services, information storage and retrieval, audio-visual specialist, subject specialist, archive management, and research. Most library careers are professional, requiring a master's degree from an accredited school of library science. However, the library technical assistant (LTA) is trained on the job or is a graduate of a two year college program in library technology. It is hoped that interested persons contact Ms. Salazar and take advantage of the opportunities in library careers.

NIEA LIBRARY PROJECT

Recent Library Project activities have centered around three sites: Rough Rock, Standing Rock, and Akwesasne. Rough Rock has engaged the services of Arthur Dunkelman, a professional film and video producer, to develop bilingual video production. To aid him the audio-visual studio has been upgraded to a three camera system with mixing, editing, and dubbing capacities. Three video productions are in process: (1) a tape in Navajo on the Navajo legal system, (2) a program on the operations of Dine Biolta, the Navajo Education Association, and (3) a modern rendering of the Changing Woman Myth. In store for the future is a comparative biology tape depicting a trip up Black Mesa with a medicine man and a biology teacher who explain the plant and animal life along the way.



Standing Rock Video

Standing Rock has a new site director, Miss Sue Schrouder. Last summer Cannonball Community School Library scheduled a weekly story hour and a film night, both of which received participation from more than half of the community. A television show from KFYR Bismarck called "The Indian World Today Show" is being produced, and Dave Bonga, a Chippewa student at Dartmouth, is doing a feasibility survey, supported by the Library Project and the Tucker Foundation, for an educational radio station at Fort Yates. Two new community-school libraries at Little Eagle and Bullhead were started this past fall.

At Akwesasne, Mr. Harry Cooke, museum specialist, has been hired to implement a new museum which will contain the Mohawk Treaty Wampum. Bookmobile routes have been expanded to include both



Busy Night at Akwesasne

the American and Canadian sides of the border, and a weekly radio show has been inaugurated. Recently, Akwesasne hosted an art exhibition entitled, "Iroquois and Native American Art of Today," a collection of traditional and modern Iroquois art developed by Gerald (Peter) Jemison and made possible through a grant from American the Beautiful Fund of New York. Anna Rourke, library director, reported the exhibit a huge success.

In addition to their regular duties, the Library Project staff ran an informational program and workshops for site personnel at the NIEA Annual Conference. Presently, their efforts are being directed to fund-raising for the sites and to refining library information services.

AKWESASNE LIBRARY RECEIVES \$5000 GRANT



On January 6, 1974, Mr. Harry Pyke, chairman of the Akwesasne Library Cultural Center, announced that the Cultural Center has received a \$5,000 Alcoa Foundation Grant. The grant is to be used to finish the tribal museum and to provide materials for the Library Cultural Center.

JACK RIDLEY SCRUTINIZES CURRENT INDIAN EDUCATION LEGISLATION

In an article entitled "Current Trends in Indian Education," which appeared in the Fall, 1973 issue of *The Indian Historian*, Jack Ridley takes a critical look at the Education Amendments Act of 1972 and the Jackson Bill (The Indian Self-Determination and Educational Reform Act of 1973), now pending legislation in Washington. Mr. Ridley's main concern is that both of these acts must comply with the rules and regulations of the 1964 Civil Rights Act, which, it will be recalled, was passed to end the "separate but equal" practices imposed by Whites on Blacks in the South. "Consequently," says Ridley, "the spirit and intent of the Act is desegregation, integration, and assimilation," goals which conflict with Indian self-determination.

For the Indian community the direct result of the 1964 Civil Rights Act was a cutback in programs and services which were already under way because, as in one case cited by Ridley, "federal special service monies cannot be used to set up separate educational services for Indian students." What Mr. Ridley fears is that Indian organizations, after receiving monies under Title IV of the Education Amendments Act of 1972 (The Indian Education Act) and after setting up Indian programs on Indian terms, will eventually be forced to comply with the rules and regulations of the Office for Civil Rights and integrate their programs and services with those of all minorities, be they Black, Chicano, Indian, or poor white. Therefore, he feels that "clarification about the Office for Civil Rights jurisdiction on the use of these funds" should have been obtained before any efforts were made to get the Title IV monies.

Mr. Ridley also questions Title VII under the Education Amendments Act of 1972, by which monies are used "to meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools and to encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students." (Section 702) The effect of this, according to Ridley, is not only to scatter the Indian population into the surrounding school system but also in many cases to put control of the school board into the hands of non-Indians.

Another point in Title IV of the Education Amendments Act of 1972 that needed clarification, says Ridley, was the determination of who is an Indian. He further points out that perhaps more important than who is an Indian is the problem of who determines who is an Indian. According to the Indian Education Act, seemingly anyone and everyone — except Indians —

has the power to determine who is an Indian. Mr. Ridley feels that mention should have been made of the tribal governments as having power to define who is an Indian.

In light of the problems posed by the Education Amendments Act of 1972, Mr. Ridley offers some suggestions regarding the Jackson Bill (SB 1017). "The Indian Self-Determination and Educational Reform Act of 1973," now under consideration in Washington, D.C. Title I of this bill again subtly infers compliance to the restrictions set down by the 1964 Civil Rights Act — despite the bill's dreamy title. The rest of the Jackson Bill, called Title II, "The Indian Educational Reform Act of 1973," according to Ridley, provides little opportunity for any real Indian input in carrying out this portion of the bill. Mention is made of a State Indian "Advisory" Council and of "consultation" with Indians in certain educational fields. However, Mr. Ridley is rather dubious as to the effectiveness of such Indian "Advisory" Councils and "consultation" practices.

To improve the effectiveness of the Title II portion of the Jackson Bill, if it is passed in its present form, Mr. Ridley suggests that the State Indian Advisory Council be made up of representatives from each tribe within the state and that these representatives be recommended and approved by the respective tribal governments rather than handpicked by the State. Regarding the consultation aspect of Title II, Ridley feels that improvement could be made if each tribe were to develop and adopt a Tribal Educational Code — in writing — specifying what each tribe wants its educational system to provide for its students and members.

In an effort to stimulate some thinking, even at the risk of being wrong, about the future of federal funding of Indian education, Mr. Ridley guesses that the Office for Civil Rights "will become the new assimilating and terminating agent of trust obligations of Federal-Indian Health, Education and Welfare." However, continues Ridley, this will occur only after the Indian people "get used to the money and dependent upon the activity provided by the Department of Health, Education and Welfare and the Office of Education." He also suspects that BIA educational funds will slowly "dry up" because "it will be called a duplication of service when compared to the '72 Indian Education Act monies coming through the Office of Education in the Department of Health, Education and Welfare."

Mr. Ridley feels that the above movements will get help from Indian educators and Indian organizations, who will argue that "they are doing it for 'our Indian students' and not their pocketbooks or their altered-egos" and that "our children will

surely die if we do not go along with Federal social engineering and the 'togetherness concept' of the Office for Civil Rights." He further states that there will be those of the Indian community who will say that they do not want "tribal politics in the field of Indian education." However, argues Ridley, "All tribal constitutions and by-laws that I have read, mention that a significant part of the Tribal Government's duties and responsibilities is to promote the common welfare of the Tribe. Education, the right education, is in the best interest of the tribe for its welfare, now and in the future."

In Memoriam: Robt. Jim

Cont. from page 4

stature; yet I have learned that he was big in spirit and in courage. He represented his own people very well and I guess this is the prime responsibility of every tribal leader and of every tribal chairman; this, his prime responsibility is to his own people who vest in him certain powers and certain responsibilities to exercise in their behalf, utilizing all of his energies and his skills and his talents to protect their rights as well as to advance their welfare. I believe that Mr. Robert Jim achieved this.

Secondly, I think that Robert Jim was a man who not only limited his interests to the concerns and welfare of his own, the Yakima Nation, but he was an individual who was big enough to encompass in his efforts and in his interests the national Indian interests across the country. He became a gentleman who was well versed in Indian issues and Indian legislation. Because he demonstrated this ability, I believe he has demonstrated to us that intellectually he was also a giant. He not only made legislation but he moved legislation. Perhaps he did not grandstand and perhaps he did not make a lot of noise, but I am sure that the White House and the halls of Congress would call to memory the movement and the dynamic spirit of Robert Jim and how he affected and effected legislation for all of us. When the Yakima Nation wanted a return of the land that was rightfully theirs, he worked long and hard to accomplish that task. Today I am sure that Mt. Adams shall stand as a shrine and monument in his homeland as a memory of Robert Jim. When the Alaska Natives needed help, he utilized not only his personal energies and time and skill but also the finances of his people to help bring to pass legislation concerning the Alaskan people.

Even as he fought for the return of his own land, so he joined hands with the people to see that Blue Lake was also returned to them. We can go on and recount some of the accomplishments of Robert Jim, but I think this tells us that this was only possible because Robert Jim was uncompromising in his position and in his views regarding

Robt. Jim, cont. on page 8

APR 28 1975



Late breaking news from the offices of
Library Journal/School Library Journal

April 28, 1975
Volume IV, No. 17

SERVICE TO INDIANS TO BE STATE BACKED IN WASHINGTON: A potential precedent setter was reported to LJ/SLJ HOTLINE last week by Ed Ward of the National Indian Education Association: A bill cleared by both houses of the legislature and providing for the support of library service to all Indians in the state. Both houses passed the bill unanimously and Governor Sam Guess was reported friendly to SB 2035, key wording of which authorizes "any board of library trustees in this state to provide library service to Indian tribes."

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TO report news items, telephone: 212-754-5179, ASK FOR HOTLINE.

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Subscriptions: \$50 a year

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Appendix 9

Ka Ri Wen Ha Wi Newsletter, sample pages.



KA RI WEN HA WI

NEWSLETTER



KA RI WEN HA WI NEWSLETTER

Printed through the Akwesasne Library & Cultural Center

St. Regis Mohawk Reservation

Volume IV

July 1975

No 7 Issue 37

LIBRARY NEWS

Library hours for July and August - 8:30 A.M. - 4:30 P.M.
Monday - Friday

Bookmobile services will begin the week of July 7th, to parts of the Reservation as follows:

Monday - July 7	- Cook Road and Syne Area
Tuesday 8	Cornwall Island and Racquette Point
Wednesday 9	St. Regis Village and St. Regis Road
Thursday 10	State Road - Phillips Road - Beaver Meadow Road - Jock Road
Friday 11	Frogtown - Helena Road - Hogansburg

RADIO LISTENERS: While having that second cup of coffee why not tune your radios to WMSA (1400) every Monday morning at 10:40 A.M. Hear what's happening at Akwesasne. These announcements are translated in Indian by Helen Laughing.

From our library Beatrice Cole and Corinne White attended "Children and Young Adult Services section, New York Library Association, 1975 Spring Workshop, on June 7th at Ithaca, New York.

They attended a discussion group "The Real World in Books for Children from Pre-School to grade three." Guest speaker was M. E. Kerr author of "Dinky Hocker Shoots Smack", and "If I Love You, Am I Trapped Forever".

The workshop was really enjoyed by both women; much was learned and would certainly like to see more of these in our area.

CLIP AND SAVE

Here is a list of phone numbers that may help you. Tack near your phone or paste on your phone book for quick and easy reference.

Library	2240	N.Y.S. Dept. of Health	2759
Margaret Jacobs		CLINIC - Nurses	
Beatrice Cole		Ida Ransom	
Corinne White		Alice Jacobs	
Carol White		Irene Cook	

Education Office	2980	Housing	4860
Vaughn Aldrich		John Cook	
Vanessa Cook		Delores Hanna	

SURVEY FOR MATER DEI COLLEGE COURSES
DESIRED FOR FALL SEMESTER, 1975
BY STUDENTS OF THE AKWESASNE EXTENSION (8/11/75)

COURSES NEEDED BY PRESENT STUDENTS FOR THEIR DEGREE PROGRAMS:

Ed. 202 - Classroom Organization (3 cr. hrs.)

Development of a basis for working with children in various groupings and arrangements, as well as a purpose for presenting different subject areas, general methods of teaching, evaluation procedures, record keeping. Analysis of wholesome learning environment in the school and classroom. (Required for Nursery Ed. and Teaching Assistant Programs.)

Check preference of evening _____

*S.W. 202 - Principles of Social Work Practice (3 cr. hrs.)

A study of the skills of current social work practice with emphasis on relationship as a basic tool in the helping process. Casework, groupwork, community organization, and action-oriented research will be explored as possible methods to deal with social problems. (Required for Social Service Paraprofessional and Community Mental Health Assistant Programs. S.W. 221 - Social Service Field Experience I should be taken at the same time for 3 additional cr. hrs. in field work in a social agency, one day a week. Prerequisites: 27 cr. hrs. & General Psychology, Introduction to Social Work, and Introductory Sociology.) This course will be on Wednesday evenings.

Check if you want S.W. 202 _____

Check if you want S.W. 221 - a field placement in a social agency _____

*Ph. 222 - Ethics and Life (3cr. hrs.)

A plunge into the wisdom of the ages and the problems of the present age regarding personal life, family life, political life, and economic life. Guest lecturers and class discussion on sexuality, law and order, business morality, war and peace.

Class schedule:

Sept. 2 - Introduction to Ethics and Life - Rev. Peter Riani, S.T.D.

9 - Human Sexuality

16 - Bi-Sexuality and Homosexuality - Dr. Arlen Versteeg

23 - Drugs and Alcohol - Rev. J.E. McGuinness, M.A.

30 - Abortion - Rev. Albert Salmon

Oct. 7 - Husband and Wife Relationships - Dr. and Mrs. R. Gibbs

14 - Family Planning and Child Development - Dr. and Mrs. John Middleton

21 - Separation and Divorce - Msgr. Robert Lawler

28 - Law and Order in a Changing Society - Attorney Thomas Dupre

Nov. 4 - Morality of Political Systems - Rev. Paul

Appendix 10

"Checklist for Library Project Publications."



NATIONAL INDIAN EDUCATION ASSOCIATION

3036 UNIVERSITY AVE., S.E.
MINNEAPOLIS, MN 55414
PHONE: 612-378-0482

CHECKLIST FOR LIBRARY PROJECT PUBLICATIONS

Summary Of The National Indian Education Association
Library Project Report. Minneapolis, University
of Minnesota Bureau of Field Studies, 1972. 46p.
ED 066 194

(Available from: ERIC Documents Reproduction
Service, P.O. Drawer "O", Bethesda 20014. Paper
\$3.29, fiche \$.65. Order Number ED 066 194)

A Design For An Akwesasne Mohawk Cultural Center.
Minneapolis, University of Minnesota Bureau of
Field Studies, 1972. 172p. ED 066 192
(Available from: ERIC Documents Reproduction
Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper \$6.58, fiche \$.65. Order Number ED 066 192)

A Design For Library Services For The Standing Rock
Sioux Tribe. Minneapolis, University of Minnesota
Bureau of Field Studies, 1972. 197p. ED 066 191
(Available from: ERIC Documents Reproduction
Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper \$6.58, fiche \$.65. Order Number ED 066 191)

A Design For Library Services For The Rough Rock
Community. Minneapolis, University of Minnesota
Bureau of Field Studies, 1972. 174p. ED 066 193
(Available from: ERIC Documents Reproduction
Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper \$6.58, fiche \$.65. Order Number ED 066 193)

National Indian Education Association Library Project.
Appendices. Minneapolis, University of Minnesota
Bureau of Field Studies, 1972. 106p. ED 066 195
(Available from: ERIC Documents Reproduction
Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper \$6.58, fiche \$.65. Order Number ED 066 195)

Mohawk People: Past And Present. Hogansburg, New York,
Akwesasne Library Culture Center, 1974. 19p. ED
093 513
(Available from: ERIC Documents Reproduction
Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper _____, fiche _____. Order Number ED 093 513.)

- A Selective Bibliography Of The Mohawk People. Minneapolis, National Indian Education Association Library Project, 1974. 49p. ED 093 514
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper _____, fiche _____. Order Number ED 093 514)
- Hou Kola! Directory Of Services On The Standing Rock Sioux Reservation. Fort Yates, ND, Standing Rock Tribal Library, 1974. 68p. ED
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper _____, fiche _____. Order Number _____)
- *Goals For American Indian Library And Information Service. Chicago, American Library Association/National Indian Education Association, 1974. 4p.
- *Indian Librarian. Why? Chicago, American Library Association, 1973. 8p.
- American Indians: A Checklist Of Current Books. Minneapolis, National Indian Education Association, 1972-
(A periodic listing of new books.)

National Indian Education Association
Library Service Guides

0. Guide To Funding Sources For American Indian Library And Information Services. Washington, D.C, National Indian Education Association Library Project, 1974. 70p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper _____, fiche _____. Order Number _____.)
1. Christensen, Rosemary Ackley. Working With Indian Communities And Agencies To Establish Indian Library Services. Minneapolis, National Indian Education Association Library Project, 1975. 16p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper _____, fiche _____. Order Number _____.)
2. Smith, Hannis. Working With Library Agencies To Establish Indian Library Services. Minneapolis, National Indian Education Association Library Project, 1975. 20p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper _____, fiche _____. Order Number _____.)

3. Wood, Margaret. Initial Organization And Staffing Patterns For Indian Library Services. Minneapolis, National Indian Education Association Library Project, 1975. 16p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper_____, fiche_____. Order Number_____.)
4. Wittstock, Laura Waterman and Wolthausen, John. Alternatives To Standard Classification And Cataloging. Minneapolis, National Indian Education Association Library Project, 1975. 16p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper_____, fiche_____. Order Number_____.)
5. Jones, Marie and Casaday, Edith. Urban Indian Library Service. Minneapolis, National Indian Education Association Library Project, 1975. 12p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper_____, fiche_____. Order Number_____.)
6. Mathews, Virginia H. Continuing Adult Education And Indian Libraries. Minneapolis, National Indian Education Association Library Project, 1975. 16p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper_____, fiche_____. Order Number_____.)
7. Townley, Charles T. Promoting Indian Library Use. Minneapolis, National Indian Education Association Library Project, 1975. 12p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper_____, fiche_____. Order Number_____.)
8. Townley, Charles T. Locally Generated Information And Referral Services In Indian Libraries. Minneapolis, National Indian Education Association Library Project, 1975. 12p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper_____, fiche_____. Order Number_____.)
9. Whiteman Runs Him, Elizabeth. Assessing Information Needs In Indian Communities. Minneapolis, National Indian Education Association Library Project, 1975. 20p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014.
Paper_____, fiche_____. Order Number_____.)

10. Christensen, Rosemary Ackley. Materials Selection For Indian Libraries. Minneapolis, National Indian Education Association Library Project, 1975. 16p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014. Paper_____, fiche_____. Order Number_____.)
11. Smith, Lotsee. In-Service Training In Indian Libraries. Minneapolis, National Indian Education Association Library Project, 1975. 16p.
(Available from: ERIC Documents Reproduction Service, P.O. Drawer "O", Bethesda, MD 20014. Paper_____, fiche_____. Order Number_____.)

NOTE: Items marked with an asterisk (*) are currently available at no charge by writing to:

National Indian Education Association
Library Project
Suite 3
3036 University Avenue, S.E.
Minneapolis, Minnesota 55414

Please request items by title.

Appendix 11

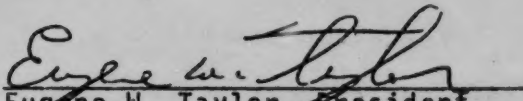
Statewide Plan for the Development of Indian Library
Services in Wisconsin.

Great Lakes Intertribal Council
and
Wisconsin Division for Library Services

Statewide Plan for the Development
of Indian Library Services
in Wisconsin

Adoption

We, the undersigned, do hereby adopt
this document as a policy statement of our
respective organizations.


Eugene W. Taylor, President
Great Lakes Intertribal Council


W. Lyle Eberhart
Assistant Superintendent
Div. for Library Services
Wisconsin Department of Public
Instruction

Introduction

In the fall of 1974, the National Indian Education Association Library Project approached the Great Lakes Intertribal Council and the Division for Library Services of the Wisconsin Department of Public Instruction and proposed that they join in a statewide planning effort to develop a viable and cohesive state plan for Indian library service. Both parties enthusiastically accepted the proposal and appointed a joint committee to develop a state plan.

Throughout the winter of 1974 and spring of 1975, this joint committee, composed of the Library Committee of the Great Lakes Intertribal Council, representatives and staff of the Wisconsin Division for Library Services and staff of the National Indian Education Association Library Project, met to develop the following state plan.

Members were:

Great Lakes Intertribal Council. Education Committee.
Library Committee.

Donald Ames, (Chippewa), Chairman

Loretta Ellis, (Oneida)

Bill Koenen, (Chippewa)

Maxine Lubben, (Winnebago)

Charles McGeshick, (Chippewa)

Frances Tepiew, (Menominee)

Local librarians appointed by the Wisconsin Division
for Library Services:

Lynne Skenadore, (Menominee)

Larry Sgro

Staff assistance was provided by:

Wisconsin Division for Library Services.

William Jambrek

Frances deUsabel

Darrell VanOrsdel

National Indian Education Association Library Project.

Charles Townley

Ed Ward, (Sioux)

On completion this document was forwarded to Great
Lakes Intertribal Council and to the Division for Library
Services for policy approval and implementation.

PURPOSE

The purpose of this document is to outline a plan of action and development for library service to those American Indians who reside in the State of Wisconsin. To do so, we will present data on the current status of Indian people and the libraries responsible for serving them in Wisconsin. The document also outlines responsibilities, goals, and priorities for state and local development of Indian libraries. It is intended that this document will be used as a starting point for statewide development as well as provide a tool to local Indian communities in developing local programs which meet their unique needs.

BACKGROUND AND NEEDS

According to the 1970 census 18,924 American Indians reside within the boundaries of the State of Wisconsin.¹ Meaningful library services that meet Indian information needs are generally non-existent in areas of high concentrations of Indian population. Yet Indian people are interested in libraries and the services that they offer. Wherever library and information needs of Indian people have been assessed, it has been found that these needs are high and complex. Initial efforts have been successful in developing library services which meet these needs throughout the country. The Oneida and Menominee tribes

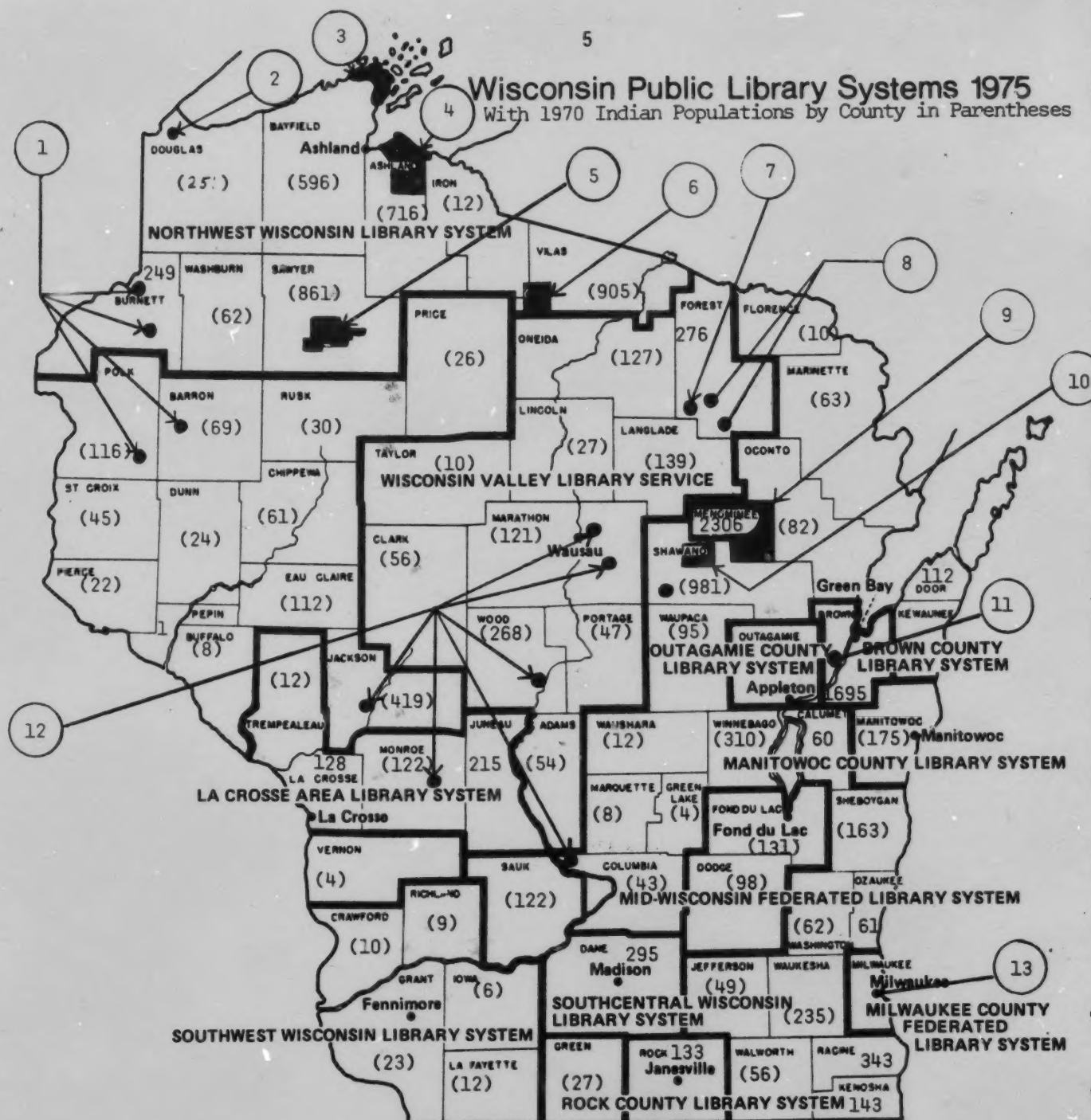
and the Northwest Wisconsin Library System have initiated significant efforts within the State of Wisconsin.

Twenty-three Indian communities can be readily identified in Wisconsin. Basic information on these communities are shown in the following map and charts I-VI.

1. Statistics used in this report are based on best available conservative estimates. Tribal leaders and others in a position to evaluate the accuracy of this data often find significant error in official statistics. For example, the census data cited above shows only 251 Indian people in Douglas County in 1970. By October, 1974, Superior Indian Organization counted 1,050 living in that community. This indicates that the 1970 census underestimates Indian population. Thus, figures and statistics cited below should be considered as indicating trends, not hard statistical data.

Wisconsin Public Library Systems 1975

With 1970 Indian Populations by County in Parentheses



CURRENT (1975) ESTIMATED POPULATION BY COMMUNITY

1. St. Croix	275	7. Mole Lake	145
2. Superior	1050	8. Potawatomi	245
3. Red Cliff	450	9. Menominee	3607
4. Bad River	750	10. Stockbridge-Munsee	650
5. Lac Courte Oreilles	998	11. Oneida	2795
6. Lac du Flambeau	995	12. Winnebago	1685
		13. Milwaukee	5000

Chart I
Basic Demographic Information on Indians in Wisconsin

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Community	Tribe	County	Population ¹	Business Office (Address & Phone)
Bad River	1. Chippewa	Ashland	750	Bad River Tribal Council Odanah, WI 54861 715-682-4212
Lac Courte Oreilles	2. Chippewa	Sawyer	998	Lac Courte Oreilles Governing Bd. Route 2 Stone Lake, WI 54876 715-865-3611
Lac du Flambeau	3. Chippewa	Iron, Vilas	995	Lac du Flambeau Tribal Council Lac du Flambeau, WI 54538 715-588-3840
Mole Lake	4. Chippewa	Forest	145	Sakaogon Chippewa Tribal Council Route 1 Crandon, WI 54520 715-478-2604
Red Cliff	5. Chippewa	Bayfield	450	Red Cliff Tribal Council Route 1 Bayfield, WI 54814 715-779-3294
St. Croix (Danbury, Hertel, Round Lake, Maple Plain)	6. Chippewa	Burnett, Polk, Barron	275 231	St. Croix Tribal Council Star Route Webster, WI 54893 715-349-2295 or 2296

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Community	Tribes	County	Population	Business Office (Address & Phone)
Menominee	7. Menominee	Menominee	3607	Menominee Tribal Council Keshena, WI 54135 715-799-3985
Oneida	8. Oneida	Brown, Outagamie	2795	Oneida Tribal Council R.R. #1 Oneida, WI 54155 414-869-2363 or 869-2367
Forest County Potawatomi	9. Potawatomi	Forest	245	Forest County Potawatomi General Tribal Council Crandon, WI 54520
Stockbridge- Munsee	10. Stockbridge- Munsee	Shawano	650	Stockbridge Munsee Tribal Council Route 1 Bowler, WI 54416 715-739-4678
Winnebago (Ringle, Wausau, Wittenburg, Nekoosa, Wisconsin Dells, Tomah, Black River Falls)	11. Winnebago	Marathon, Shawano, Wood, Columbia, Monroe, Jackson	1685	Wisconsin Winnebago Business Committee Stevens Hall Stevens Point, WI 54811 715-346-3488
Milwaukee	12. Various Tribes	Milwaukee	5000	IVAC 1410 N. 27th Street Milwaukee, WI 53210 414-342-4171

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Community	Tribes	County	Population	Business Office (Address & Phone)
Superior	13. Various Tribes	Douglas	1050	Superior Indian Organization, Inc. 1004 N. 6th Superior, WI 54880 715-394-3733 or 392-4480

1. Source - Current Tribal Council and U.S. Bureau of Indian Affairs figures based on 1970 census.

Chart II
Unemployment and Age Groupings By Indian Community¹

COMMUNITY	% UNEMPLOYED	AGE GROUPS				
		Under 16	16- 24	25- 44	45- 64	65 & Over
1. Bad River (Chippewa)	23.9%	229	83	121	71	37
2. Lac Courte Oreilles (Chippewa)	40.5%	458	87	103	107	52
3. Lac du Flambeau (Chippewa)	36.5%	429	166	179	139	66
4. Mole Lake (Chippewa)	37.8%	51	30	30	16	6
5. Red Cliff (Chippewa)	50.2%	192	65	81	63	23
6. St. Croix (Chippewa)	19.6%	106	54	56	35	17
7. Menominee (Menominee)	24.6%	1386	64	7	428	143
8. Oneida (Oneida)	14.8%	1018	306	512	334	110
9. Forest County Potawatomi	42.0%	116	29	41	31	13
10. Stockbridge- Munsee (Stockbridge- Munsee)	50.4%	237	93	111	88	73
11. Winnebago (Winnebago)	44.4%	864	220	284	166	130

12.) Milwaukee and 13.) Superior (Figures not available)

1. U.S. Bureau of Indian Affairs. Employment Survey, 1973.

Chart III

ECONOMIC CHARACTERISTICS
 Wisconsin: Indians and All Races, 1970

Characteristics	Indians	All Races
Median Income	\$6,506	\$10,068
Percent of families with incomes of \$15,000 or more	5.0	19.8
Number of families in poverty 1/	981	79,683
As a percent of all families	28.5	7.4
Number of families headed by a female, in poverty	423	23,566
As a percent of all families headed by a female	55.1	26.2
Number of persons in poverty	5,666	420,581
As a percent of the total population	30.2	9.8
Civilian labor force-male (ages 16+) 2/	3,215	1,108,584
Percent unemployed	15.9	3.6
Married women in labor force with children under six	378	95,547
As a percent of all women with children under six	31.6	31.3
Percent of civilian labor force employed in manufacturing	62.0	31.0

1/ The poverty cutoff for income is actually an index providing for different poverty levels depending on family size, sex of family head, number of children under 18 years of age, farm or nonfarm residence, and including an "adequate" food plan.

2/ Civilian labor force includes all persons employed or unemployed except persons on active duty with the Armed Forces. Persons are classified as unemployed if they were neither "at work" nor "with a job", had been looking for a job in the last four weeks, and were available to accept a job.

Source: General Social & Economic Characteristics, Wis., PC (1)-C51 Wis., 1970 Census of Population and Special U.S. Census Report 1970 American Indians PC(2)-1F.

Chart IV

HOUSING AND SOCIAL CHARACTERISTICS
 Wisconsin: Indians and All Races, 1970

Characteristics	Indians	All Races
Number of year-round housing units	4,158	1,416,427
Percent lacking some or all plumbing facilities	26.8	6.5
Median number of rooms per unit	4.6	5.2
Number of occupied units	4,158	1,328,804
Median number of persons per occupied unit	3.6	2.7
Percent with 1.51 or more persons per room	11.9	1.1
Number of families	3,448	1,077,475
Number of families with own children under 6 years	1,467	136,376
As a percent of all families	42.5	12.6
Number of families with own children under 18 years	2,473	607,093
As a percent of all families	71.7	56.3
Women, 35 to 44 years old, ever married	851	224,478
Children born per 1,000 women ever married	5,382	3,581
Median education of population ages 25+ (school years completed)	9.9	12.1

Sources: Detailed Housing Characteristics Wisconsin PC(1)-A51 Wis.
1970 Census of Population; General Social & Economic Characteristics,
Wisconsin, PC(1)-C51 Wis. 1970 Census of Population, and Special U.S.
Census Report 1970 American Indians PC(2)-1F.

Chart V
Public School Educational Data

Community (Tribe)	School Districts	Total Enrollment ¹	Indian Enrollment ²
1. Bad River (Chippewa)	Ashland	2307	240
2. Lac Courte Oreilles (Chippewa)	Hayward Community Schools	1745	247
	Winter	631	19
3. Lac du Flambeau (Chippewa)	Flambeau #1	381	263
	Minocqua, Lakeland	748	79
4. Mole Lake (Chippewa)	Crandon Joint School District #1	1092	88
5. Red Cliff (Chippewa)	Bayfield	494	217
6. St. Croix (Chippewa)	Cumberland Unity School District #4 Webster	1416 10,787 779 237	24 84 58

Community	School Districts ¹	Total Enrollment ¹	Indian Enrollment ²
7. Menominee (Menominee)	Shawano #8 Keshena Neopit	3935	1540
8. Oneida (Oneida)	Freedom Seymour West DePere Pulaski	1080 2525 2179 2460	79 200 271 51
9. Forest County Potawatomi (Potawatomi)	Wabeno Also included in Crandon - See Mole Lake	672	38
10. Stockbridge Munsee (Stockbridge- Munsee)	Bowler	598	170
11. Winnebago (Winnebago)	Wisconsin Rapids Black River Falls D.C. Everest Area Stevens Point School District #1 Tigerton Dist. #2 Tomah Wisconsin Dells Wittenburg- Birnamwood	7625 2088 4397 7789 522 3165 1660 1738	46 145 22 14 12 64 79 48
12. Milwaukee (Various Tribes)	Milwaukee	128,453	1514

Community	School Districts	Total Enrollment ¹	Indian Enrollment ²
13. Superior (Various Tribes)	Superior Joint School District #1	7854	540 (6.9%)

Source: 1980
Census

The available data on Indian people in Wisconsin suggests that: (1) Indian communities are concentrated in remote areas of the state, as well as outside of the two large urban centers cited; (2) the economic, housing, social, and educational levels are below those of other Wisconsin residents. An obvious inference is that libraries, by providing educational and informational support, can assist these communities in meeting their educational and economic goals.

Further data suggests that libraries are in a position to meet these needs with effective library services. State certified library systems serve areas that include 63% of the Indian population; county-wide library service programs provide services to areas that include 19% of the Indian population. The remaining 18% of the Indian population resides in areas either served by independent libraries or are lacking library service altogether.

All public schools are required by law to provide adequate library service by July, 1975. In areas where there is a significant Indian enrollment, these libraries can be a key to meeting both school and community information needs. College and special libraries, such as the State Historical Society, can serve as additional sources for information and library services in the Indian community.

Below is a summary of relevant library data:

Chart VI - Library Data

A. Public Libraries

The following libraries are those closest to Indian communities in Wisconsin:

Reservation / Urban Community	Local Community	Nearest Public Library	Borrowing Privileges	Budget ¹	Volumes ¹	Address and Phone
Bad River	Odanah	Vaughn Public Library Ashland, WI	System-wide (Northwest Wisconsin Library System)	56,031.	115,892	Wm. E. Sloggy Vaughn Public Libr. 502 W. 2nd Street Ashland, WI 715-682-4333
Lac Courte Oreilles	Reserve New Post	Carnegie Libr. Hayward, WI	System-wide (Northwest Wisconsin Library System)	6,855.	10,757	Sylvia Smedes Carnegie Libr. 108 Iowa Avenue Hayward, WI 715-634-2161
Lac du Flambeau	Lac du Flambeau	Plum Lake Women's Club Library	System-wide (Northwest Wisconsin Library System)	159.	4,432	Judith Thomas Plum Lake Women's Club Library 232 Main Street Sayner, WI 715-542-3250
Mole Lake	Mole Lake	Crandon Public Library Crandon, WI	System-wide (Wisconsin Valley Library System)	7,530.	10,000	Elaine Staszny Crandon Pub. Libr. 104 S. Lake Avenue Crandon, WI 715-478-3784

Reservation/ Urban Community	Local Community	Nearest Public Library	Borrowing Privileges	Budget ¹	Volumes ¹	Address and Phone
Red Cliff	Red Cliff	Bayfield Carnegie Libr. Bayfield, WI	System-wide (Northwest Wisconsin Library System)	3,000.	5,812	Agnes Bodin Bayfield Carnegie Library Broad Street Bayfield, WI
St. Croix	Danbury, Hertel	Spooner Memorial Library Spooner, WI	System-wide (Northwest Wisconsin Library System)	10,500.	14,214	Dorothy Tetzlaff Spooner Memorial Library 421 High Street Spooner, WI 715-635-2792
	Round Lake	Balsam Lake Public Libr. Balsam Lake, WI	County-wide Polk County	2,011.	8,630	Katherine E. Moore Balsam Lake Public Library Main Street Balsam Lake, WI 715-385-3215
	Maple Plain	Cumberland Public Libr. Cumberland, WI	County-wide Barron County	21,295.	16,867	Katherine Robinson Cumberland Public Library 1305 Second Avenue Cumberland, WI 715-822-1521
Menominee	Keshena	Menominee Co. Library Keshena, WI	County-wide (and Shawano County)	13,465.	10,075	Lynne Skenadore Menominee County Library Courthouse Keshena, WI 715-799-3311 Ext. 22

Reservation/ Urban Community	Local Community	Nearest Public Library	Borrowing Privileges	Budget ¹	Volumes ¹	Address and Phone
Oneida	Oneida	Oneida Tribal Library Oneida, WI	Community (and libraries in Brown & Outagamie Counties)	6,600.	8,000	Ms. Nancy Nelson Oneida Community Library Rural Route Oneida, WI 414-869-2210
Forest Co. Potawatomi	Wabeno, Carter	Wabeno Public Library Wabeno, WI	System-wide (Wisconsin Valley Library System)	4,076.	8,701	Ruth Niermann Wabeno Public Library Wabeno, WI 715-473-4131
Stockbridge- Munsee		Shawano City- County Library Shawano, WI	County-wide	93,477.	76,371	Mike Hille Shawano City-Co. Library 128 S. Sawyer Str. Shawano, WI 715-526-3829
Winnebago	Black River Falls	Black River Falls Public Library Black River Falls, WI	City only	12,623.	13,747	Evelyn Tester Black River Falls Public Library 321 Main Street Black River Falls, WI 715-284-4112
	Tomah	Tomah Public Library Tomah, WI	System-wide (La Crosse Area Library System)	34,314.	18,430	Lola M. Larson Tomah Public Libr. 716 Superior Ave. Tomah, WI 608-372-4569

Reservation/ Urban Community	Local Community	Nearest Public Library	Borrowing Privileges	Budget ¹	Volumes ¹	Address and Phone
Winnebago Continued	Wisconsin Dells	Kilbourn Public Library Wisconsin Dells, WI	City Only	17,572.	15,274	Marjorie M. Davies Kilbourn Public Library 429 Broadway Wisconsin Dells, WI 608-254-2146
	Nekoosa	Nekoosa Public Libr. Nekoosa, WI	System-wide (Wisconsin Valley Library System)	19,431.	13,317	Joyce A. Wells Nekoosa Public Libr. 225 1st Street Nekoosa, WI 715-886-3109
	Wausau, Ringle	Marathon County Library Wausau, WI	System-wide (Wisconsin Valley Library System)	489,300.	135,731	Wayne R. Bassett Marathon County Library 400 1st Street Wausau, WI 715-845-7214 Ext. 21
	Wittenburg	Shawano City- County Library Shawano, WI	County-wide	93,477.	76,371	Mike Hille Shawano City-County Library 128 S. Sawyer Street Shawano, WI 715-526-3829
Milwaukee	Milwaukee	Milwaukee Public Library Milwaukee, WI	County-wide 244	6,677,284.	2,276,115	Nolan Neds, Acting Dir. Milwaukee Public Library 814 W. Wisconsin Ave. Milwaukee, WI 414-278-3020

Reservation / Urban Community	Local Community	Nearest Public Library	Borrowing Privileges	Budget ¹	Volumes ¹	Address and Phone
Superior p 212	Superior	Superior Public Library Superior, WI	System-wide (Northwest Wisconsin Library System)	185,339.	108,071	Ray Smith Superior Public Library 1204 Hammond Ave. Superior, WI 715-394-0252

1. Source - Wisconsin Library Service Record 1973.

B. Library Systems & County Library Services

The following library systems and county services have a responsibility for serving directly or indirectly the Indian communities indicated:

Library	Address & Phone	Local Communities Served
Barron County Library Service	Treva Solum Rice Lake Public Library 2 S. Main Street Rice Lake, WI 54868 715-234-4861	St. Croix (Maple Plain)
Brown County Library System	Gerald A. Somers Brown County Library 515 Pine Street Green Bay, WI 54301 414-432-0311	Oneida
LaCrosse Area Library System	Gertrude Thurow LaCrosse Public Library 800 Main Street LaCrosse, WI 54601 608-784-3151	Winnebago (Tomah)
Menominee County Library Service	Lynne Skenadore Menominee County Library Courthouse Keshena, WI 54135 715-799-3311 Ext. 22	Menominee
Milwaukee County Federated Library System	Nolan Neds, Acting Director Milwaukee Public Library 814 W. Wisconsin Avenue Milwaukee, WI 53233 414-278-3020	Milwaukee

Library	Address & Phone	Local Communities Served
Northwest Wisconsin Library System	William E. Sloggy Northwest Wisconsin Library System P.O. Box 440 Ashland, WI 54806 715-682-4333	Danbury, Hertel, Superior, Red Cliff, Bad River, Lac Courte Oreilles, Lac du Flambeau
Outagamie County Library System	Gordon H. Bebeau Appleton Public Library 121 S. Oneida Street Appleton, WI 54911 414-734-7171	Oneida
Shawano City-County Library Service	Mike Hille Shawano City-County Library 128 S. Sawyer Street Shawano, WI 54166 715-526-3829	Stockbridge-Munsee, Winnebago (Wittenburg)
Wisconsin Valley Library Service	Wayne R. Bassett Wisconsin Valley Library Service 400 First Street Wausau, WI 715-845-7214	Mole Lake, Forest County Potawatomi, Winnebago (Ringle, Wausau, and Nekoosa)

C. School Library Services

Ashland	Constance M. Junker Ashland High School Beaser Avenue Ashland, WI 54806	Freedom	Ralph L. Kostrzak Freedom High School Box 101 Freedom, WI 54131
Hayward Community Schools	Christine A. Somerville Hayward High School 316 W. 5th St. Hayward, WI 54843	Seymour	Marjorie A. Jenkins Seymour Sr. HS 10 Circle Dr. Seymour, WI 54165
Winter	Rolinda L. Langham Winter High School Winter, WI 54896	West DePere	Harold L. Kirchman West DePere HS 665 Grant St. DePere, WI 54115
Flambeau#1	Susan Roberts Lac du Flambeau Elem. Lac du Flambeau, WI 54538	Pulaski	June A. Betley Pulaski HS 132 Front St. Pulaski, WI 54162
Minocqua- Lakeland	Catherine A Weishapple Lakeland UHS Minocqua, WI 54548	Wabeno	Helen Neumann Wabeno High School Wabeno, WI 54566
Crandon	Marie L. Kuecherer Crandon High School 100 N. Prospect Av. Crandon, WI 54520	Bowler	Delores Jones Bowler High School Bowler, WI 54416
Bayfield	Esther Salmi Bayfield Elem. School Bayfield, WI 54814	Wisconsin Rapids	Gladys Rheel Wisconsin Rapids PS 510 Peach St. Wisconsin Rapids, WI 54494
Cumberland	Ruth A. Schafer Cumberland HS 1000 8th Av. Cumberland, WI 54829	Black River Falls	Roderic L. Devoe Black River Falls Sr. Route 2 Black River Falls, WI 54615
Balsam Lake- Unity- Milltown	Kathleen J. Holling Unity High School Milltown, WI 54858	Rothschild- Schofield	Evelyn M. Sleeter D.C. Everest HS 6500 Anderson St. Schofield, WI 54476
Shawano	Harold Monette Franklin Middle Sch. 204 S. Franklin St. Shawano, WI 54166		
Stevens Pt. School Dist.	Robert Strack Stevens Pt. Pub. Sch. 1519 Water St. Stevens Pt., WI 54481	Tigerton Dist.	Harold W. Nelson Tigerton High School Tigerton, WI 54486

Tomah	Margaret Walker Tomah Sr. HS Lincoln Avenue Tomah, WI 54660
Wisconsin Dells	Marcella Slocum Wisconsin Dells HS 520 Race St. Wisconsin Dells, WI 53965
Wittenburg- Birnamwood	Carol Apker Wittenburg- Birnamwood HS Wittenburg, WI 54499
Milwaukee Public Schools	Robert Suchy, Dir. Instructional Resources Milwaukee Pub. Sch. 5225 W. Vliet St. Milwaukee, WI 53208
Superior	Delores L. Hassel or Florence Voynich Superior Sr. HS 2600 Catlin Av. Superior, WI 54880

D. Post-Secondary and Special Libraries

The following institutions have indicated an interest in assisting in the development of Indian library and information services:

Gerald Ham
State Historical Society of Wisconsin
816 State Street
Madison, WI 53706
608-262-9580

Larry Sgro
Learning Resources Center
Nicollet College
Lake Julia Campus
Rhineland, WI 54501
715-369-4429

E. State Institutional Library Services

INSTITUTION	LIBRARIAN	ADDRESS
Wisconsin School for the Deaf	Betty Watkins, Librarian	Delavan, WI
Wisconsin School for the Visually Handicapped	Mary Wiese, Librarian	1700 W. State Janesville, WI
Grand Army Home for Veterans	Anita Romon, Librarian	King, WI
Wisconsin Child Center	Marjorie Kimpel, Librarian	Sparta, WI
Kettle Moraine Correctional Institution	Miss B. Lynch, Librarian	Box 31 Plymouth, WI
Lincoln Boys School	Rose Zimmerman, Library Supervisor	Box 96 Irma, WI
Wisconsin Correctional Institution	Jeanne Dornfeldt, Librarian	Box 147 Fox Lake, WI
Wisconsin Home for Women	Mae Hayden, Librarian	Box 33 Taycheedah, WI
Wisconsin Home for Girls	Vacant, Librarian	Box 178 Oregon, WI
Wisconsin State Reformatory	John Boldt, Librarian	Box WR Green Bay, WI
Wisconsin Correctional Camp System	James W. Mathews, Superintendent	Oregon State Camp Oregon, WI
Wisconsin School for Boys	Nancy Pokorny, Librarian	Box WX Wales, WI
Wisconsin State Prison	Sherman VanDrisse, Librarian	Box C Waupun, WI
Black River Camp	Kenneth Sondalle, Superintendent	Box 47 Neillsville, WI
Camp Flambeau	George Grusnick, Superintendent	Hawkins, WI
Community Correctional Center	Marshall Sherrer, Superintendent	1211 N. 13th Milwaukee, WI
Gordon Forestry Camp	Leonard Fromholz, Superintendent	Gordon, WI

INSTITUTION	LIBRARIAN	ADDRESS
Camp McNaughton	Dorval Karlen, Superintendent	Lake Tomahawk, WI
Thompson State Camp	Donald Witkowski, Superintendent	Route 1 Deerfield, WI
Oregon State Camp	Lujean Smith, Librarian	Oregon, WI
Union Grove State Camp	Russell Leik, Superintendent	Union Grove, WI
Winnebago State Camp	Loyal Berg, Superintendent	Box 128 Winnebago, WI
Central Wisconsin Colony & Training School	Margaret Liebig, Residents' Librn.	317 Knutson Dr. Madison, WI
Southern Wisconsin Colony & Training School	Miss E. Staples, Librarian	Union Grove, WI
Mendota Mental Health Institute	Betsy Merriam, Librarian	301 Troy Dr. Madison, WI
Northern Wisconsin Colony & Training School	Helen Barnes, Librarian	Box 340 Chippewa Falls, WI
Central State Hospital	Edward F. Schubert, Superintendent	Waupun, WI
Winnebago Mental Health Institute	Joyce Kleinke, School Librarian	Box H Winnebago, WI

Responsibility for library services is vested in state and local agencies as described mainly in Chapters 36,37,38,43, and 90 (Section J) of the Wisconsin Statutes. Many of these chapters contain direct instructions to serve Indian people. In addition, specific federal funding is channeled through state agencies to improve library services and provide educational opportunities and services for Indians, other minorities and/or disadvantaged people. These laws, accompanied by necessary funds, have been used to some advantage in a few areas of the state, but more effort is necessary to achieve even limited success.

The following goals, priorities, and action plans are the first to coordinate the various capabilities and programs into one functional program. Through statewide and local action, a viable program of library and information services for Indian people resident in the State of Wisconsin can be implemented.

GOALS

In order to meet the informational needs of Indian people resident in the State of Wisconsin, the following goals shall be used as guidelines for the Joint GLITC-DLS Indian Library Committee in developing both statewide and local programs of library and information service for Indians:

I. Sensitivity

Total library service requires the application of bilingual and bicultural principles which show sensitivity to the cultural diversity and social components that exist in individual Indian communities.

II. Indian Participation and Leadership

Indian participation, through appointment to local boards and creation of Indian advisory committees, is essential for effective programs.

III. Assessment

Assessment of local informational, educational, and recreational needs is a prerequisite for the successful development of library services in Indian communities.

IV. Collections

All patrons shall have access to current, balanced

collections of materials which meet the informational, educational, and recreational needs and presents a bi-cultural view of history and culture. Libraries shall provide and/or produce materials in appropriate formats, language, quality and quantity which meet current and future needs.

V. Information Dissemination and Programs

Library programs shall be developed which will insure a rapid delivery of information in a manner compatible with the culture of each community.

VI. Informational Services About Indians

Indian community libraries and the GLITC-DLS Joint Indian Library Committee shall develop and provide a mechanism to deliver specialized informational services and advisory functions about Indians to schools, libraries, organizations, and other concerned agencies and individuals.

VII. Interlibrary Cooperation and Coordination of Resources

Where adequate library services are not being provided to Indian communities, the public, school, post-secondary, and other libraries shall make every effort to develop and implement agreements which will provide such services.

VIII. Personnel

Indian personnel shall be recruited and trained for

all levels of library employment.

IX. Funding

Federal, regional, state and local funding sources shall be utilized to provide full library service. Where necessary, legislation and administrative rule which will facilitate the development of services to Indian people shall be introduced and supported on federal, state, and local levels.

X. Public Relations

Public relations programs shall be developed to demonstrate the utility and necessity of Indian library services to decision makers in both the library and Indian communities.

XI. Local Goals

Individual Indian communities may amend, specify, expand, or delete any of these goals in developing their local goals.

PRIORITIES AND ACTION PLANSTATE LEVELPriority 1

Establish and operate a Joint G.L.I.T.C./D.L.S. Indian Library Committee to coordinate state and local library development for Indian people resident in the State of Wisconsin.

Action Required

Short Range - The committee will concern itself with implementing the provisions of this plan. In order to facilitate this process, the present ad hoc committee, consisting of 6 GLITC and 3 DLS representatives, will be established as the Joint GLITC-DLS Indian Library Committee. A letter of agreement establishing the committee as a policy review body of GLITC and DLS shall be drafted and signed by GLITC and DLS by June, 1975.

Long Range - The committee will endeavor to implement the provisions of this plan including: (1) assisting state and local library agencies, schools, tribes, and organizations to establish library services; (2) serving as a policy review committee for any statewide library projects; (3) encouraging the development of Indian library services in Indian communities; and (4) revising this plan as necessary. For these purposes the committee will be empowered to request staff assistance from GLITC,

DLS, and any projects in which it is involved. By July 1976, it will establish regular methods for appointment and operations.

Priority 2

Develop and implement system-wide plans for public library services in Indian communities.

Action Required

Short Range - The Division for Library Services will require that all systems with an Indian population of 450 or more, submit a planned component based on the Goals listed above to DLS for meeting the basic informational needs of the Indian population resident within that system for the period January 1, 1976 through December 31, 1976. This plan will take into consideration the present capacities and organization of the system as well as the number, location, and informational needs of the Indian people served. It will be developed in consultation with local Indian people. The GLITC-DLS will review all such plans and make recommendations to improve their future effectiveness. It will represent a first step in a continuing and developing program to improve service to Indian people.

Long Range - Continue development on a system by system basis with input from local Indians, DLS, and committee sources.

Priority 3

Encourage the development of local library service

in Indian communities.

Action Required

Short Range - The Joint GLITC-DLS Indian Library Committee will establish guidelines on the development of local library service in Indian communities. These guidelines will recommend the formation of a library committee authorized by the local Indian governing/sponsoring unit.

Long Range - This committee will work with the local library agency to determine local goals and needs. All local library service thus developed will be included within an approved library system, a county-wide library program, or with an adjacent public, school, or post-secondary library.

Priority 4

Encourage the development of public and parochial school library services which meet the informational needs of Indian students and satisfy the requirements of Chapter 90 of the State Education Code.

Action Required

Short Range - Those school districts receiving funds from Title IV, The Indian Education Act, PL 93-318, support for Indian students will be encouraged to develop and implement a plan as described in Section J¹ of Chapter 90 for meeting the informational needs of their Indian students. In order to be effective, this plan

1. "It shall provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society."

must be devised with the assistance and approval of the local Indian Parent Advisory Committee. DLS will provide additional technical assistance and support through its school library consultants.

Long Range - Continue development on a district by district basis including all public and parochial schools enrolling ten or more Indian students.

Priority 5

Provide accurate information about Indians to the people of Wisconsin.

Action Required

Short Range - Using materials developed in the training program, N.I.E.A. Library Project, and other sources, conduct in-service training programs for Wisconsin librarians and trustees on: (1) sensitivity to Indian needs and concerns; (2) providing library services and programs about Indians; and (3) selecting library materials about Indians. These training sessions shall be conducted under the auspices of DLS and/or the Wisconsin Library Association, and/or local library systems.

Long Range - Expand the number of training programs offered. Provide the resources and input necessary for accurate information about Indians throughout the state.

Priority 6

Provide library and information services to those

Indians resident in state institutions.

Action Required

Short Range - Inform the librarians in state institutions of the "Statewide Plan for the Development of Indian Library Services in Wisconsin" and ask for their suggestions concerning the special needs of Indians and how they might be met by the joint efforts of the institutional librarians and the DLS Reference and Loan Library.

Long Range - Continue to encourage the librarians within the state institutions to inform the Reference and Loan Library of the wants and needs of the Indians resident in their facilities that cannot be met locally. In this way, DLS has been and will continue to acquire specialized materials in Indian studies that would otherwise be unavailable to the institutionalized Indian. Continue to provide bibliographies of Reference and Loan Libraries holdings of Indian materials.

Priority 7

Provide the mechanism required to recruit, certify, and upgrade Indian library personnel.

Action Required

Short Range - Develop and implement a training program through the University of Wisconsin-Extension to train one Indian paraprofessional for each Indian community in the state.

Long Range - Encourage that professional training be made available for Indian students at Wisconsin library schools. Support the development of a specialist level program on Indian library services at the University of Wisconsin-Madison. Both DLS and GLITC will be involved in the development of these training programs. Encourage recruitment, employment, and development of career-ladders for Indian personnel in state, regional, and local libraries.

Priority 8

Develop a statewide center of research materials for all Wisconsin tribes.

Action Required

Short Range - Needs, goals will be identified and a site for development will be selected by the Joint Committee after consultation with Indian leaders, scholars, and librarians. Proposals will be written to fund this center. The Joint Committee will promote the acceptance of this proposal.

Long Range - Support and encourage the operations of this center. Provide any statewide assistance required.

Priority 9

Develop and promote needed library and information services - demonstration projects.

Action Required

Short Range - The Joint Library Committee has identified

two statewide demonstration projects: Phonics on Video Cassette; and Evaluation of History Texts. Proposals will be written to fund these projects after conduction of surveys and data gathering.

Long Range - Implement two projects identified above and identify further specific programs and encourage their development.

LOCAL LEVEL

Following are recommendations which may be developed on the local level. They represent the thought of this committee. Local communities will develop their own priorities which may contain some or all of the following points as well as some recommendations not considered below.

Recommendation 1

Funding sources should be developed and coordinated on the local level.

Action Required

School, public, post-secondary library, organizational, and tribal funding should be designated and coordinated to develop viable funding bases for Indian library services. This process should be conducted by staff and local Indian residents and result in a written document outlining each organization's individual responsibility.

Recommendation 2

Physical space should be made available.

Action Required

Space for library services may be required in the community. This may be made available separately or cooperatively by the school, tribe, organization, and library.

Recommendation 3

Childrens services should be provided.

Action Required

Library services, reading programs, story hours, audiovisual services, and transfer to traditional Indian knowledge can all be provided through services from school and/or public libraries. These services should be provided, wherever possible, by community people trained to provide library services. Elders and community workers within the Indian community may be involved to increase local commitment.

Recommendation 4

Adult services should be provided.

Action Required

Library services should be made available for Indian adults. Special services, such as survival information, consumer classes and programs for the elderly should be established. These services should be provided, wherever possible by local trained personnel.

Recommendation 5

Cultural education should be provided.

Action Required

Library services should contain a significant cultural education component. Programs in arts and crafts, traditional learning, and language instruction

are key to meeting Indian information needs. One key to success in these programs is the involvement of the community, particularly the elders, in planning and implementation. Another key is the provision of transportation for special events.

Recommendation 6

Oral history should be preserved.

Action Required

In order to foster the development of traditional learning, it is critical to use the audio and visual formats. Programs should be developed to record and preserve traditional learning concepts. Due to the sensitive nature of this learning, assurances must be made that these materials will be produced and administered locally.

Recommendation 7

Technical assistance should be provided.

Action Required

Technical assistance may be requested from state and local libraries to assist in library organization, administration, policy writing, collection building, selection, weeding, and design of services.

Recommendation 8

Public relations.

Action Required

Creative community relations are essential if the community is to be receptive to libraries. More traditional public relations programs such as: newspaper articles, radio, television, and GLITC Voice and the Wisconsin Library Bulletin should be utilized.

Appendix 12

NIEA Library Project input to the National Commission
on Libraries and Information Science.



NATIONAL INDIAN EDUCATION ASSOCIATION

3036 UNIVERSITY AVE., S.E.
MINNEAPOLIS, MN 55414
PHONE: 612-378-0482

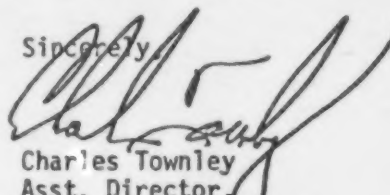
March 12, 1974

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries and
Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt,

Mr. Joseph Sahmaunt is attending a conference in his capacity as a Board member of the National Indian Education Association. In his absence he has requested that we mail his written testimony for the Commission. Hence, enclosed you will find his testimony and supporting documentation.

Sincerely,



Charles Townley
Asst. Director
NIEA Library Project

cc. Lee Antell
Joseph Sahmaunt
Rod Swartz

AMERICAN INDIAN INFORMATION AND LIBRARY NEEDS

As a Kiowa man and an educator with some experience in determining Indian information needs, I am very pleased the Commission has solicited comment on Indian needs while meeting in the largest Indian area of the country, the Southwest. I have studied your draft proposal, "A New National Program of Library and Information Service", and while I find it stimulating in many areas, I am convinced it lacks sufficient emphasis on the needs of minority peoples and other non-users of library and information services. In particular, this document does not recognize or attempt to meet any of the unique conditions and information needs existing among Indian people. In order to facilitate my testimony regarding these library and information needs, I have organized my comments in relation to your document by discussing: (1) the six facets of needs presented on pages 1-3 of the NCLIS proposal; (2) federal responsibility as discussed on page 11 of the NCLIS proposal; and (3) some recommendations to the Commission for meeting Indian library and information needs. Where appropriate, I have made reference to other documents for further information. I urge you to include needs and the opportunities of Indian library and information service in your future activities to meet the needs of minority peoples.

Six Facets of Needs

1. The needs of users. To my knowledge the only extensive survey of specific Indian information needs is the National Indian Education Association Library Project Research Report.¹ The report itself indicates specific informational needs as they exist on three Indian reservations. Taken as a whole, the survey indicates several factors: (1) Indian people as a whole have a very high interest in and regard for information; (2) information interests vary among Indian people; (3) format and language of the information is a key factor in its useability to and accessibility by Indian people; and (4) the few libraries and information centers available to Indian people have, with some few exceptions, ignored or denied potential American Indian users and their information needs.

The NIEA research report also stresses the social requirements American Indians demand from their library and information agencies. Some of these needs are: (1) Indian control, (2) bi-lingual and bi-cultural services and materials, (3) information in a format and language useable by the local population, and (4) delivery systems and program services which are culturally acceptable to the local Indian community. These needs have been spelled out in the attached "Goals for Indian Library and Information Service".² This document is an official policy statement of the National Indian Education Association and the American Library Association.

2. The deficiencies in current services. Libraries do not, for the most part, exist on Indian reservations. Those which do exist are there primarily to support either a non-Indian oriented school curriculum or to serve whites living on the reservation. Libraries near reservations rarely make more than token efforts to

meet Indian information needs. For the half of the U.S. Indian population who live in urban areas, matters are worse. Urban libraries and information centers, with few signal exceptions, are seemingly unaware of Indians in their midst and unprepared to meet their needs. In the case of American Indian library and information service, the term deficiencies should be spelled void.^{3,4,5.}

3. The trend toward cooperative action. Indian library and information services have suffered from this trend. As Peter MacDonald, Navajo Tribal Chairman, has said, "Indian reservations must be considered as developing nations". In that light, cooperative programs, stationing high-priced personnel, materials, and equipment, out of the Indian community and out of the local economy will always be open to question. Each Indian community must have control of its own library destiny. If the community decides that cooperative action is advantageous, then it must be able to tie into the best information-library programs that the National Commission can devise. That system should be flexible enough to meet the unique information needs of American Indians.

4. The financial base for libraries. Indian reservations are trust lands. This means that there is no local or state tax levied on reservations. Consequently, no local tax base exists for public libraries on reservations. With no local tax base it is impossible to match for Federal and state funds. In addition, most federal library funds are channeled through state agencies. These agencies, in many cases, are prevented by state law from giving funds to non-state chartered governmental agencies like reservations. Few states are willing to use any state generated revenues, which are not raised on tax-free reservations, to support Indian libraries. Thus, it is very difficult to raise or channel any (Federal or state) money to Indian libraries and information centers on reservations.

Library services in schools serving Indian students are largely absent. As Bromberg reports, Bureau of Indian Affairs schools are not required to have media services. Public schools educating Indian students receive impact monies from the Johnson-O'Malley Act and entitlement money from the Indian Education Act. Neither of these acts require the expenditure of money for library and information services.

Off the reservation, conditions are worse. Indians are usually invisible to the responsible library personnel. Although they pay taxes, Indians do not live in conveniently labelled ghettos. Nor do Indians comprise a large part of the total population. Yet Indian people retain their special information needs evident on the reservation and acquire new ones due to the pressures of city life. In addition, to paying taxes off the reservation, recent court decisions indicate that the Federal government may be required to assume responsibility for providing services to urban Indians as a treaty obligation. Some means must be developed to assure that funds for urban Indian library and information service are developed and placed securely under Indian control.

As Appendix A indicates, funds for Indian library and information services are well below the national average. The average per capita expenditure for library service is \$4.10. Identifiable per capita expenditures for Indians is \$.37. An Indian school child gets slightly less. Plainly, some new fiscal system is required.

5. The potential of the new technology. New technology offers a great opportunity to match the informational needs of Indian people with their ability to use different formats and languages. It will also enable the small units to join together to develop a strong collection and provide services for elusive data. Computers and micrographics can be used to collect, store, and retrieve useful and elusive data from that oldest Indian joke, research on Indians. New technology has a great deal to offer individual Indian libraries and information centers. The NIEA Library Project has found it very productive to collect information found in print, modify it with local input, and produce the information in a language and format useful to the population served, say use the Navajo Tribal Code, to produce a videotape in Navajo on the Navajo Legal System for use in the remote areas of the Navajo Nation.

6. The staffing and manpower needs of libraries and information centers. One of the goals in the Goals for Indian Library and Information Service states that "American Indian personnel trained for positions of responsibility are essential." At present, less than 15 professionally qualified Indian librarians have been identified by the American Library Association. Four times that number could be profitably used in public library positions alone on the Navajo Reservation, if they existed. Any effort to develop Indian libraries will require a parallel effort to train Indian people to professional and para-professional levels. In addition, all such training will need to be based on a clear assessment of unique manpower needs, present in Indian library and information service.

Responsibilities of the Federal Government.

Federal governmental responsibilities must be recognized in meeting Indian library and information needs. Unlike other minorities, the federal government recognizes that a special responsibility exists between itself and Indian people. In over three hundred major treaties signed with Indian tribes, the federal government has recognized that the provision of education is a part of this responsibility. Library and information services are generally recognized as a part of education. The only way that library and information service will become a reality to Indian people is when the federal government recognizes its responsibility to provide library and information service to Indian people. As the Goals for Indian Library and Information Services state, "Continuing funding sources for library and information service must be developed. Library service, as a function of education, is a treaty right for American Indians." If the National Commission states that "information is a national resource for which the federal government must share a responsibility", then that responsibility must be extended to Indian people.

Canada, which recognizes a similar responsibility for providing education for Indians living within its borders, has already recognized in part, its responsibility to provide Indian library and information services.⁶ Very limited per capita support is available to pay for library services on reservations. The Alberta Native Communications Society is funded on a continuing basis to operate an information system in Alberta. Canadian funds have also been made available to provide cultural resource centers. How long is it going to be before our federal government recognizes its responsibility?

RECOMMENDATIONS

I believe that if the Commission is determined to plan for "library and information services adequate to meet the needs of the people of the United States" then plans to meet the needs of American Indians, the first Americans, must be included. Further, I would recommend that American Indian library and information needs require further study by the Commission to determine the full extent of the need, to understand it, and develop the means to fill it. Therefore, I urge the National Commission to take the following steps:

1. State, within the draft, that a principal responsibility at the federal level is the planning, implementation, and continuing support of American Indian library and information service.
2. Take the necessary steps to see that an American Indian is appointed to the National Commission.
3. Commit the National Commission to submitting draft legislation to Congress which will specifically provide the means to implement and operate Indian library and information services.
4. Appoint a task force to compile background data on the specific needs of Indian library and information service and develop a program which meets those needs for inclusion in the National Program of Library and Information Service. With the assistance and approval of the National Commission, this task force will draft or advise in drafting of legislation which will provide the means of meeting those needs.
5. Appoint American Indians to the Advisory Board of the proposed White House conference on Library and Information Services.
6. Plan and execute a conference on Indian Library and Information Service as one of the preparatory conferences to the White House Conference.

SUBMITTED BY:

JOSEPH SAHMAUNT
BOARD MEMBER OF THE NATIONAL INDIAN
EDUCATION ASSOCIATION,
ASSISTANT PROFESSOR OF EDUCATION
OKLAHOMA CITY UNIVERSITY.

5713 Melton Drive
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References

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2. American Library Association and National Indian Education Association. Goals for Indian Library and Information Service. Chicago: American Library Association, 1974.
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6. Canada. Department of Indian Affairs and Northern Development. Indian Affairs Branch. Public Library Service to Indian Bands. Circular, no.8, June 20, 1968.

STATEMENT OF
RICK LA POINTE, PRESIDENT
NATIONAL INDIAN EDUCATION ASSOCIATION

The National Indian Education Association has been conducting a Library Project with cooperation of three tribes* for the last three years. As the largest research and demonstration unit in the area of Indian librarianship, I believe the National Commission should have the benefit of the statements published in NIEA's recent annual report.

1. Indian people do make use of library and information services, if available. Data collection indicates use to be equal or in most cases better than the national average. Three areas appear to receive highest use: survival skills, Indian heritage, and school related use.
2. Libraries and librarians lack understanding of how to best serve Indian people. Despite good intentions, librarians are unable to meet Indian information needs because of lack of contact and unfamiliarity with Indian society and culture.

* St. Regis Mohawk Tribe, Hogansburg, New York
Standing Rock Sioux Tribe, Fort Yates, North Dakota
Rough Rock Community, Rough Rock, Arizona

3. Indian people have failed to insist on library service because they have not been exposed to it. At each site the Library Project has had to show what library and information service is and what it can do for Indian people. As more are exposed, demand continues to grow.
4. Differences exist among Indian communities and these differences must be reflected in library and information services. Each community served by the Library Project has different goals and world views. No one plan or program of services will be able to meet all Indian needs.
5. Local Indian control and commitment are essential. The success of each site is directly related to the commitment of local leaders and the degree of local input.
6. Materials vitally needed by the communities do not exist or can not be located using local resources. Indian communities are not a good location in which to find selection tools. For this reason Project Media, another project within the National Indian Education Association, was begun this year to collect and evaluate available materials. In addition, locally needed, commercially non-available materials

must be produced by libraries serving Indian people in a language and format locally useful.

8. Indian personnel are necessary for successful Indian library and information services. Both professional and paraprofessional people are required. It is our opinion, given the small size and isolated locations of Indian peoples, that first priority should be given to training paraprofessional people in their local community.
9. No responsibility for Indian library and information service exists at the present time. We have found state and local governments to be reluctant or prohibited by law from using tax monies to support library and information services on tax free lands (reservations). The Federal Government has no specific program to provide Indian people with library and information service. It could be that the Federal Government is not living up to its treaty obligations to provide health, education, and welfare, including library and information services, to Indian people.

Other people are for more able to discuss the specific information needs of Indian people. I would like to address my remarks to the challenge and opportunity to support

a program to provide information to Indian people.

As Indian reservation land is held in federal trust, state and local property taxes are not assessed. State and local governments are therefore reluctant to use tax money to support activities in tax free areas, such as Indian reservations. The State of North Dakota, for example, prohibits granting state or federal moneys under state control to non-state chartered governments (ie., tribal councils). Further, western state librarians meeting last year stated they felt they should not be made responsible for serving tax free areas. Obviously, state and local government is not a place to look for support.

The historical locus of support for Indian programs is the Federal Government. At the present time, the Federal Government provides funds for services normally paid for out of state and local tax money. The rationale is that the Federal Government by signing treaties accepted a responsibility to provide health, education, and welfare to Indian people as a partial compensation for acquiring Indian land. Examples of federal support include education, roads, the Indian Health Service, and many other programs.

In the past, four federal agencies have provided minimal support for Indian libraries. The Bureau of

Indian Affairs supports about 65 professionally staffed libraries in its 218 schools. It also granted around \$125,000.00 last year for library materials under its Title II Program. So far as I know, these libraries serve only the school needs in the communities where they exist.

The Office of Indian Education and Revenue Sharing both allow funds to be spent on libraries. Amounts to date have not been significant due to other pressing needs which have higher visibility among tribal councils and education committees.

The Division of Library Programs has supported some demonstration programs, including our own Library Project, under Title II of the Higher Education Act. This program has been the most generous program for Indian libraries (\$311,880.00 FY '72), but its goal is research and demonstration not normal operations. We can not look to it as an answer.

ESEA-II (\$215,000.00) and LSCA (\$298,157.00) monies represent the second and third largest amounts of money spent on Indian libraries. Yet they also represent only .5% of their respective budgets. This figure is equal to our U.S. Indian population percentage—.5%. It seems significant to me that the part of the budget spent on Indians is not higher than the population quotient in

programs designed to serve the unserved and disadvantaged. Another problem with LSCA and ESEA is that they operate on a trickle down theory through state and local non-Indian government. Often some or all of the funds evaporate before reaching Indian hands. All monies for Indian programs should be spent under Indian control. Finally, LSCA is not designed to work without local matching funds. It is not likely that Indian people will ever voluntarily give up their rights so that such money will be generated. Funds in lieu of local sources of support will have to be provided as a federal treaty responsibility.

The challenge is here. Indian people require a library and information system that meets Indian needs. The National Commission on Libraries and Information Science has a great opportunity to develop and promote a workable long-range program. We, at the National Indian Education Association, stand ready to assist in any way that we can to develop the best possible program. Until such a program is initiated, the National Commission should urge a 5% Indian set aside of all existing library program monies. This would insure funds for spade work to initiate further planning and demonstration programs. It should also result in state agencies spending some of their funds in Indian communities and under Indian control.



NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

SUITE 601 • 1717 K STREET, N.W. • WASHINGTON, D.C. 20036 • TELEPHONE (202) 382-6595

FREDERICK H. BURKHARDT
Chairman

RODERICK G. SWARTZ
Deputy Director

29 August 1974

LVCLIS

Ms. Margaret Teachout
Standing Rock Tribal Library
P.O. Box 117
Fort Yates, North Dakota 58538

Dear Ms. Teachout:

I am pleased to invite you to appear before the National Commission on Libraries and Information Science on Wednesday, 18 September 1974, on the third floor of the Denver Museum of Natural History, City Park, corner of Colorado Boulevard and Montview Boulevard, Denver, Colorado, for the purpose of answering questions raised by the written testimony you submitted. Copies of your testimony have been read by the Commission members, and you will not, therefore, be asked to read, repeat, or abstract orally the material you sent. You may, if you wish, state new concerns that did not get incorporated into your testimony.

The hearing will begin at 8:00 a.m. and continue throughout the day. You are welcome to be present for the entire session, of course, but we do not expect that you will be called until 11:15 a.m. If you can be present at that hour, it will be helpful.

The Commission members have asked that I thank you for the stimulating written testimony you sent. They hope that you will meet with them in Denver. I regret that the Commission cannot pay your travel costs nor offer you an honorarium.

Will you let me know by 6 September 1974 whether or not you will be present. Thank you.

Sincerely,

F. Burkhardt
Frederick Burkhardt
Chairman

STATEMENT OF
MARGARET TEACHOUT, ACTING COORDINATOR
STANDING ROCK TRIBAL LIBRARY

I. Personal Background and Introduction

I am Margaret Teachout, an enrolled member of the Standing Rock Sioux Tribe. I am serving my people as the Community Library Specialist and Acting Coordinator of the Standing Rock Tribal Library which is located on the Standing Rock Sioux Reservation.

This paper represents my own views, those of the Standing Rock Tribal Library staff, and many of the approximately 5,000 members of my tribe currently living on the reservation. This paper, however, does not pretend to represent all of the enrolled members of the Standing Rock Sioux Tribe of which another 4,200 live off the reservation, nor does it necessarily reflect the views of the Standing Rock Sioux Tribal Council.

The purpose of my comments is to share with you many of my experiences and observations regarding the past and current lack of library and information services on my reservation as compared to the relative abundance of similar services in the non-Indian communities where I and my family have lived. Through this testimony, I hope to bring to your attention many of the yet unmet needs of our community.

II. Growth of Personal Interest in Library and Information Service

Throughout my youth while attending Bureau of Indian Affairs boarding schools on the Standing Rock Sioux Reservation and in other states, it was my unfortunate experience much like that of other Indian students, not to have access to nor the benefit of materials about my Indian heritage. Indian teachers and other school personnel were missing. And we were physically punished when caught speaking our own native languages. Needless to say we suffered severely from the lack of such vital survival skills and information. While I was fortunate to have been raised in a traditional family where the ways of my ancestors were daily practiced, many of my Indian friends could not fall back on similar supporting life styles and beliefs because their families had died before they were able to transmit their language and customs. When engulfed by the dominant culture and punished without forethought, many students soon forfeited what remained of their heritage.

Following my second marriage (which was to a non-Indian), I began living in many non-Indian communities where I was surprised to find information about my people in libraries. There was also an abundance of life coping information there which had never been available on my reservation. Until 1972, only one library had existed on the reservation and that one was located in the Fort Yates BIA high school. Unfortunately it was not open to the community.

Upon returning to Standing Rock in the late 1960's I was forced to get reading material from communities off the reservation. In 1967, when I began working as an aide in the Fort Yates High School Library, I hoped to find many good things. However, soon I discovered much to my disappointment that only a handful of books on Indians were available, and those that were there, were on the elementary level, a fiction on "Crazy Horse" by Garza, this was also noted by the Librarian,

As time went on, young people who had received their formal education in non-Indian schools off the reservation began returning to Standing Rock to help plan for a better future. Two of my sons were among those first to return. David Gipp, the current Director of the American Indian Higher Education Consortium in Denver, was employed as the Tribe's Director of the Office of Planning and Development. The second of my sons to return, Robert Gipp, is Standing Rock Agency's Adult Education Director and a member of the Standing Rock Community College Board.

All of the young planners deeply sensed the great need for good libraries. With the help of the National Indian Education Association Library Project staff we began in 1971 to survey community needs and set up libraries to meet our needs.

III. Introduction to the Standing Rock Sioux Reservation and Some of its Problems

In addition to the lack of library and information

services to the over 5,000 Lakota and others living on the Standing Rock Sioux Reservation, many other critical problems daily face us.

The reservation covers a total of 2,332,438 acres; with about one-third of the land in North Dakota and the remaining two-thirds of the land in South Dakota. No bus, train, or plane routes connect the seven geographically isolated Indian communities on my reservation (ie., Fort Yates, Cannonball, and Porcupine in North Dakota, with Bullhead, Kenel, Little Eagle, and Wakpala in South Dakota). Only a sparse network of state and county roads which are in constant need of repair connect the reservation to urban centers. With the exception of Fort Yates, all other communities lie outside this road system. Phones, radio and televisions are rarely found in many of our homes. We're also handicapped by inadequate transportation, sanitation, educational facilities, often are without water and electricity, and are in need of employment. The median family on our reservation brings home less than \$3,000.00 annually. This alarmingly low figure is also well below the established national poverty level. We make up over 85% of the yearly unemployment figures for our reservation. Eighty-percent of all our incomes are derived from federal programs, most of which are only temporary and must be reviewed for possible renewal yearly. Nearly three-fourths of our people receive some form of welfare assistance each year. Of those, who live in the Bullhead District, 90% or more receive welfare during the winter months when they are often isolated by winter storms.

As of June of this year we have been without the services of a full-time doctor and professional medical staff at the fully equipped Indian Public Service Hospital in Fort Yates. We must travel, therefore, on an average of 80 miles to the nearest staffed hospital. Alcohol and malnutrition are perhaps the two most important health problems facing us.

Due to the inadequate and remote educational facilities for accomodating our increasing number of school age students, over 50% of the ninth grade students who enroll in the Fort Yates Community High School do not graduate. The dropout rates for the remaining six Indian communities are often higher. As for student performance levels, an average of 87% of Indian students at Standing Rock fall below the national average in reading vocabulary, 85% below in arithmetic fundamentals, and 90% below in English and grammar.

IV. Standing Rock Tribal Library

Within two years after the Standing Rock Sioux Tribe drew up a contract agreement with the National Indian Education Association to set up libraries on the reservation, many of us were given technical on-site training in the daily operation of a library, headquarters for the Library Project was set up in Fort Yates which is also the center of Tribal government activity, and three branch school-community libraries were established and staffed in the districts of Cannonball, Bullhead and Little Eagle.

The Tribal Library strives to identify and meet the informational needs of the Indian residents of our reservation by securing accurate information in forms that all can use at times when they want to use them. Unlike traditional libraries, our library is concerned with offering only the most creditable and oftentimes unavailable information. We focus on a wide range of reading level materials; often creating our own print and non-print information in the absence of vital sources and formats in languages which can be easily understood and used in our communities.

Some of the many successful program elements of the Standing Rock Tribal Library include such things as: (1) rapidly increasing circulation in each of our four libraries; (2) the Standing Rock Tribal Library Newsletter, published weekly and delivered free of charge to all reservation residents, provides life coping information such as who to see for help with specific problems, how-to-do-it skills, employment assistance, social, educational and sporting programs, description of Tribal and Agency programs, meetings and elections, book reviews, poetry and others; (3) a weekly 10 minute public service radio broadcast reaches those with similar information who live in isolated areas who would otherwise remain unserved; (4) a Directory of Services Available on the Standing Rock Sioux Reservation which was recently published and distributed free of charge to all families on the reservation, provides in one unit basic information on the reservation, its government, programs, businesses, educational and communications programs, etc. Via this service

we hope to help each person improve his/her life by cutting some of the "white" tape which is so deep on every reservation; (5) SRTL was instrumental in setting up in 1973 a 30 minute public service television program, "Indian Country Today," which is produced by Indians for Indians, and portrays Native Americans many on-going positive concerns and contributions; (6) our videotape unit attempts to record local history as it's being made for use by current and future generations. It enables students to study traditional ways in their classroom, view themselves and their communities in decision making which affects our lives, records tribal government meetings, is a vital oral history device in transmitting our heritage, customs and language, is used by coaches in improving athletic programs, and is used by the community in order that they can witness their own growth; (7) reading programs, story hours, film festivals, cultural shows and lectures. In addition to Lakota arts and crafts classes are additional successful program elements of our libraries.

Major difficulties encountered by the Library Project include some of the following: (1) even though the program elements cited above have met with success, too often they have appeared to some traditionalists as being another example of a non-Indian institution being transplanted without strong translation to the local setting (ie., overdue book notices mailed monthly to patrons "jar" our borrowers. A person-to-person approach has proven to be much more successful); (2) the majority culture's definitions of "business-like" and "professional" librarianship are outmoded and devastating within our reservation.

Training local paraprofessionals on-site has allowed us to continue to focus on our own needs and not transplant the needs of another community to our setting; (3) staff problems have resulted from our inability to secure necessary on-going funding.

We have written six proposals to various state and Federal Government agencies, however not one of them has been funded this year.

Vine Deloria, Jr., an enrolled member of our tribe, eloquently explains this phenomenon in one of the many new books, We Talk, You Listen: ¹

"We have understood that until the foundations and organization...recognize Indians are an intricate part of American society, we will continue to get nothing (or only left-overs) because we're not a familiar item on your agendas."

Lack of adequate funds has also caused us to eliminate valuable programs, sometimes cease developing our own materials which we cannot secure from publishers and other sources, and even caused internal misunderstandings as unnecessary frictions developed due to variations of powers, salaries, and duties when all of us are entrusted with professional responsibilities. Too often our personnel are funded by numerous Tribal manpower programs each having its own guidelines and boards in addition to the Library Project's Board. This uneven staffing by its very nature and impermanency is at best ineffective and not conducive to the development of common goals and loyalty with the libraries; (4) the lack of easy access to creditable material on the reservation and our people has forced us to devote many man-hours to developing our own resources; (5) and due to the relative newness of our library and its services, many of our own people

remain hesitant to approach us. Home visits are therefore being made to determine their unique needs.

V. Recommended Areas for Future Changes

In my opinion one of the keys to developing and operating successful library and information services in Indian communities will be found in the application of the word "standards." We should not waste valuable time thinking in terms of "higher" and "lower," but rather in "different" attitudinal approaches to reaching our common goal of meeting the unique needs of each of the Indian communities in this country.

Following are my recommendations of things you can do to improve and insure that library and information services are provided to all Indians as our treaty right by the Federal Government:

1. It is imperative that we be visible as well as heard within the Federal Government and its various national commissions and organizations such as the National Commission on Library and Information Science, the Federal Government's main library and information service agency to date. No longer will we wait for another specialist or a government official to tell us what will be good for us and our unborn in terms of services. We have the expertise within us to

formulate plans and programs on both the national and state levels. We must become an intrical part of the decision-making bodies within the N.C.L.I.S.

2. Your board should assist in developing state and federal legislation supporting the fact that library and information services are among those educational services promised by the Federal Government when they signed the Treaty of 1868 with the Sioux Nation at Fort Laramie, Wyoming. Never again will we then have to be subject to the daily whims and vendettas of those competing for the same crumbs.
3. We must also have new programs and policies which will summon support for daily commitments from the state and national levels to insure Indians receive library and information services, and not more policies unconsciously or otherwise patterned for crises situations only to die the next week. A thorough analysis of every area in which there are problems in delivery of library and information services to Indians needs to be undertaken. Then, through our own intrepretation of ourselves and the problems, we can assist you in developing and choosing those paths of action which will best be achieved.

V. Closing Remarks

In closing, I would like to leave you with a statement which was made by one of our peoples wisest religious leaders, teachers and poets, Sitting Bull. When speaking on behalf of his grandchildren and those yet to be born in the late 1800's before a

gathering of his friends and relatives on the Standing Rock Sioux Reservation, he said:

"Our minds are again disturbed by the Great Father's representatives...the interpreters and the favorite-ration-chiefs. What is it they want of us at this time?...They are again telling us what they intend to do if we agree to their wishes...We are dying off in expectation of getting things promised us.

"One thing I wish to state at this time is, something tells me that the Great Father's representatives have again brought with them a well-worded paper, containing just what they want but ignoring our wishes in the matter. Our people will not be blindly deceived.

"There are things they tell us that sound good to hear, but when they have accomplished their purpose they will go home and will not try to fulfill our agreements with them." ²

As our leader, Sitting Bull has spoken in ages past, you of the National Commission on Libraries and Information Science have said that you truly wish our participation in developing a nation-wide program to insure improved library and information services to Indians. We have provided you with these things which you have requested. And now, we wait hopefully and yet with much caution for your response and future actions.

¹ Vine Deloria, Jr. We Talk, You Listen: New Tribes, New Turf (New York, Dell Publishing Company, 1970), p. 23

² Shirley Hill Witt and Stan Steiner, eds. The Way: An Anthology of American Indian Literature (New York, Alfred A. Knopf, 1973), pp. 20-21.

Appendix 13

Report and Recommendations to the National Commission on
Libraries and Information Science Relating to the Improvement
of Opportunities for American Indians.

REPORT AND RECOMMENDATIONS

To the National Commission on Libraries and Information Science
Relating to the Improvement of Opportunities for American Indians

Summary of Events and Procedures

The National Commission on Libraries and Information Science has been concerned with many groups of users and potential users with the special needs produced by a variety of factors: cultural differences from those in the mainstream society; a native language other than English; a generally low level of educational attainment and literacy; poverty and social discrimination; and geographic isolation - to name but a few. American Indian people, also referred to as Native Americans, have needs for library and information services relating to all of these factors. The [legal responsibility of the Federal government toward Indian people in all aspects of their lives carries particular implications for the Commission] as it considers policy development at the national level that will eventuate in more than minimal library and information services for all people in the United States. It was for this reason that the Commission set concern for Indian people apart as requiring special investigation and attention.

The NCLIS, at hearings and regional meetings throughout the winter and spring of 1974, sought and received testimony from individuals and representatives of Indian groups and organizations regarding the present state of library and information access by Indian people. Hearings at San Antonio, Texas and in Albuquerque, New Mexico and Denver, reinforced and whetted the Commission's interest.

The picture which emerged was almost uniformly negative, and the opinion from the "grassroots" fairly unanimous that there is no realistic access for Indian people to either school or public libraries, whether they live on reservations or outside of them, in rural or urban areas. About half of the Federally recognized Indian population of just under a million people lives outside of the reservations, as do all unrecognized Indian people with partially Indian cultural roots.

Having heard the testimony, and aware that a number of programs housed in several departments of government and funded under various titles existed which should be providing library and information services to Indians, the Commission sought to find out what present provisions were. The Secretaries of the Departments which house agencies with primary responsibility - The Bureau of Indian Affairs, (U. S. Department of the Interior) and the U. S. Office of Education (Department of Health, Education and Welfare) were invited to testify before the NCLIS at its Washington, D. C. meeting in May, 1974. Responses, according to Dr. Burkhardt, the Chairman of the Commission, were cordial. The agencies appeared, "to want the force of the Commission's good will in going to Congress for money to support programs of service to Indian people. They are not coming in a defensive position, but to give facts," said Dr. Burkhardt to Commission members. The agencies were introduced as wanting to do more than they are presently doing, and to have the Commission's recommendations.

Officials from the funding and administrative agencies received some queries from the Commission to guide them in providing desired information: What is your policy toward service to Indian people? What are the objectives of your program? How much of your funding is being spent on provision of library and information services to Indian people? What services do you think are needed on reservations? Are Indian people being trained as librarians? Is there any effort to supply local funds in lieu of the tax revenues which reservation lands, being trust lands, do not generate?

At the conclusion of testimony by Mr. William Demmeret of the Office of Indian Education (USOE/DHEW); Dr. Robert Hebert from BIA (USDI); and Dr. Viola of the Smithsonian Institution's American Indian Cultural Resources Program, members of the Commission stated that they were utterly and completely confused. The testimony they had received from the agencies totally contradicted what they had been told by Indian

people in the field. "How are we to get the facts of the matter which we must have if we are going to be of any help?" they asked. A subcommittee was appointed to do this, and to make recommendations as to what, if anything, the Commission should do next. Mrs. Bessie Moore, also Vice-Chairman of the Commission, was appointed as Chairman.

After due consultation, Mrs. Moore and the NCLIS staff retained Miss Virginia H. Mathews, library consultant and member of the Osage Indian Tribe, to investigate and provide clarification, and make recommendations to the Commission. Miss Mathews, beginning about the middle of August, carefully reviewed all of the testimony in its printed and audio-visual forms, analyzed it, and settled on a procedure for checking facts and eliciting suggestions. A small ad-hoc task force of knowledgeable people was enlisted, and a meeting arranged where reactions to the analyzed testimony could be discussed, and other inputs made.

Task force members included: Mrs. Mary Huffer, Director of Libraries, USDI; Mr. Ray Reese, BIA Library Services and Title II Director, at the National Indian Training Center at Brigham City, Utah; Miss Katherine McKee, Office for Indian Education, USOE; Mrs. Helen Scheirbeck, Board Member of the National Indian Education Association, and formerly Special Assistant to the U. S. Commissioner of Education for Indian Education; Mrs. Lotsee Smith, Assistant Professor and Director of the Paraprofessional Training Program, University of New Mexico; and Mr. Charles Townley, Director of the Library Project for NIEA and Chairman of the ALA's subcommittee on Library Service to Indian People.

Five of this group were able to meet with Miss Mathews for two days in Tulsa, Oklahoma at the end of September. The first day was spent in discussion of discrepancies which appeared in the testimonies and their probable source; and clarification for the Commission as to the realities of need, demand and supply of library services to Indian people. The second day of the intensive "think out" was spent on the recommendations for action in terms of getting present programs and authorizations

fully implemented, and mounting new initiatives.

Following the task force meeting, Miss Mathews discussed the problems with several tribal leaders in Oklahoma, and then participated in the annual gathering of BIA and other USDI librarians, in Washington. She was able to talk with them informally about their "front line" view of BIA library services, and had the opportunity also to discuss it with the newly appointed Director of Education for BIA, Dr. Clennon E. Sockey. Dr. Sockey has overall responsibility for libraries as part of the education system. Miss Mathews talked also with such other BIA administrators as Dr. Aaron Dry, Education Specialist for the BIA Anadarko (Oklahoma) Area Office.

The opinions and recommendations that follow, therefore, are an amalgam of many individual perceptions, experiences and advice.

Highlights of Testimony From the Field

Members of the Commission heard Robert Norris, a Navajo, and an assistant professor at the University of Arizona, say that he believed that most Indian people have no notion of what a library is. He described the BIA library closest to his home on the reservation as having very few books indeed, and most of them inappropriate. The same was true, he said, of the public school nearby, and still another BIA school. ["If you have never seen a library," he said, "you don't even think about it."] He spoke of the need for interpreters - people to serve as bridges between people in Indian communities and the unfamiliar world of books - not just in terms of language, but in terms of concepts and ideas, and meaning.

Joseph Sahmaunt, a Kiowa, and assistant professor of Education at Oklahoma City University, said that library services in schools serving Indian children are largely absent; that BIA schools are not required to have library-media programs; and that neither Johnson O'Malley funds (through BIA) nor entitlements under Title IV (the USOE/DHEW Indian Education Act) require, or even suggest, the expenditure of any money for library support of instructional programs. He made the point that BIA does not accept responsibility for adult or continuing education for people beyond

school age. }

An assistant librarian at the Tucson Public Library, Mrs. Tabitha Gilkerson, serves as project director for a short-term project to establish three media centers on the Papago reservation. Support for the project is provided by DHEW, the State of Arizona, the City of Tucson, and the University of Arizona, jointly. Aides in the Indian communities actually run the media centers, and field work by Indian students from the on-going library education program at the University supplies some technical assistance. "Papagos are not book-oriented, but the children greet books enthusiastically," said Mrs. Gilkerson. There are more recreation centers on the reservation that could be equipped to include media programs. Kenneth Williams, the young man who supervises the aides, told the Commission that the three BIA school libraries on the reservation do not serve adults and are for the school children only.

A Mr. Jay Johnson, a librarian who serves a 14,000 square mile area, including a portion of the Navajo reservation, through the New Mexico Northwest Regional Library, testified that 27% of his 90,000 person service potential has less than a high school education, and that the same percentage is below the poverty level. Many Navajos in the area have less than five years of schooling, and of the six languages that are spoken, four are unwritten.

Mrs. Moore said, at the conclusion of the formal testimony, that some of the most telling information was given to the Commission members in informal conversation with teachers, students and parents in both BIA and public school systems, and was not recorded. All of it tended to reinforce, however, the picture of sparse, inadequate, token or non-existent library and information services available to Indian people, wherever they live.

Highlights of Testimony From Officials

Mr. William Demmeret of the Office of Indian Education (USOE) which administers Title IV of the Educational Amendments Act, was asked to talk about its implications

for library-media programs. The Title IV program came into being, said Bill Demmeret, because Senate hearings had found that Indians were not receiving a fair share of general education funds for their children.

Part A of Title IV provides funds directly to public schools which have ten or more Indian children enrolled. Exceptions in several states, of which Oklahoma is one, provide that even one child of Indian descent requires entitlement. Mr. Demmeret explained that the DHEW definition of "Indian" differs from that of the BIA (which adheres to the one-quarter blood formula) and includes as Indian "anyone from a second generation beyond someone recognized as Indian by Indian people themselves" - quite important for mixed blood people living away from their reservations.

Part B of Title IV provides money to tribes, Indian organizations and institutions for essentially exemplary or demonstration programs. Part C of Title IV provides for adult educational needs; other titles with insignificant amount of funding at present provide for the training of teachers, fellowships and the like, with preference given to Indian people.

Mr. Demmeret explained the authorization formula for Part A: the average of the per pupil expenditure of the state times the number of Indian students - an authorization potential of about \$265,000,000, as compared with a current appropriation level of \$25,000,000. Part B carries an authorization of \$100,000,000 but the present appropriation is only \$12,000,000; and \$3,000,000 is available at this time for Part C, for which \$8,000,000 is authorized.

Both Part A and Part B (and it would seem also Part C, although he did not say so in his testimony) could be used for the provision of library and information services, but for the most part, they are not. Priorities for use of funds under these titles include curriculum development relating to Indian cultures, but materials to support such curricula are often biased, superficial or inaccurate if they exist at all. Part A funds can be used for any purpose that benefits Indian children, except

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note: Bill is now saying
that library materials
can be allowed only for Indian
children. Try that in a mixed
school.

construction, and purchase of regular school supplies. There are no specific guidelines, the idea and intent being to give absolute control to the Indian communities concerning program and expenditures. This is done by means of advisory committees, composed 50% of parents of the children to be served, and 50% professionals. Together they initiate proposals for funds, and approve them. Although great interest is evinced in reading improvement, cultural materials and such, according to Mr. Demmeret, much of the money does in fact go for such "other services" as hot lunches, transportation and clothing. He pointed out that one apparent difficulty with spending money for books or school media programs is the legality that only Indian children must benefit from Title IV funds. The only way they see to accomplish this is to give the Indian children books to keep.

Asked if the problem of getting fuller appropriations for Part A lay primarily with the reluctance of OE to request them, the indifference at the departmental (DHEW) level, or an impasse at the Office of Management and Budget, Mr. Demmeret replied, "all three." He admitted to "internal battles" within USOE, however. The opinion is that the longer the act is funded, the greater the demand for funds will become, and the idea seems to be to hold down demand, or slow it down as much as possible. Title IV, it should be noted, includes responsibility for all Indian children in public schools, of whom some 80,000 to 100,000 are also served by BIA, but the other 200,000 are not.

Speaking out of his own Tlingit background, Bill Demmeret spoke of the long history of negative feelings about Indians by whites. Many of these feelings of worthlessness have been absorbed by Indian people themselves, and the resulting self-consciousness and poor self-image are hard to overcome. This relates directly, he feels, to the lack of interest in literacy and libraries. On the other hand, he cited the NIEA studies of the informational needs of Indian people, and the very real needs for information which they recognize, but do not relate to libraries. He spoke

feelingly of the masses of 19th century materials in archives at the state and national level which are not organized or accessible for use.

Mr. Demmeret noted the difficulty of finding Indian young people who want to be trained as librarians or even as educators, but he pointed to the success of the graduate administration programs in education at Harvard, the University of Minnesota, and Penn State. He implied that career awareness efforts and some opportunity to learn about the success of adult Indian models would eventually commend these areas as viable career choices to Indian young people.

+ Mr. Demmeret's final comment was that, "the only way we will get library service is to set aside money for that purpose."

Next to testify was Dr. Robert Rebert, from the Albuquerque Education Center of BIA. Dr. Rebert was at that time (he has since left the BIA) in charge of curriculum development and bilingual education for the Bureau, and before that he had served in the Peace Corps.

Dr. Rebert opened his remarks with a plea to the Commission members to "perceive their inquiry into BIA's provision of library services to Indian people in a realistic context." He cited the high rate of illiteracy among Indian people, their high regard for traditional ways of doing things, their isolation, and the language barrier. He emphasized that the Indian people are not in fact a single people, but people with many different subcultures.

Dr. Rebert prepared his testimony, he said, with the aid of phone conversations with each of the 12 BIA Area Offices, and with Mr. Reese at the National Indian Training Center, a BIA unit in Brigham City, Utah. He noted that there had been "five separate studies of BIA school media programs since 1970, excluding the one by the former USDI librarian, Erik Bromberg, in 1972." (Several of these were, in fact, Master's Degree theses.)

Facts about school library collections in some 200 schools, cited by Dr. Rebert,

incl
text
included the statement that they "far exceed the national norm for public schools, with 12.7 volumes per child, as compared with 8 volumes per child." He did say, however, and several times repeated during his testimony, that sheer volume count was in large degree worthless as a measure of quality, and that many of the books in the libraries were useless. (Later information reveals that the counts were gathered from unvalidated mail surveys of the schools, with various persons filling out the forms, without necessarily any judgments about what was counted.)

Dr. Rebert detailed the goals toward which BIA is striving (which appear to be an adaptation of the 1969 Standards for School Library(Media)Programs produced by the AASL and the AECT, and published by ALA) in terms of numbers of books, periodicals, filmstrips, staff, etc. He also gave as an example of what he said was normal, not unusually good, BIA school library service, the program of the Bethel Agency in Alaska which serves 34 schools and provides books and other materials to take home as well as to use in school for some 13,000 Alaska Natives living over a 100,000 square mile area. 65% of the funding for this program comes from ESEA I, II, and III funds and the other 35% from BIA funds. (This program is, in fact, a demonstration and a model which has been the focus of great effort, and to which BIA points with pride.)

Dr. Rebert admitted that most certainly some of the school libraries are poor, and cited the school in the San Juan pueblo as one such, but he professed himself "amazed" at the "great wealth of materials" in some of the schools he has visited as compared with the Indian schools in Peru in which he worked for the Peace Corps. He mentioned several times the lack of identification with books among Indian people, and illiteracy as a reason for lack of interest in books.

In response to a question about the creation of community libraries, Dr. Rebert gave several replies. He said that basically there was no reason why BIA should not create them, except that BIA conceives its prime responsibility to be for the education of the young. BIA's responsibility does not extend, he said,

to provision of library services to adults any more than it extends to "providing gasoline stations on the reservations." Adults are free to use the school libraries during the day, he told the Commission, but few do because Indian adults are not interested in libraries. On the other hand, he noted the beginning of a community library at the Zuni pueblo, initiated by the tribe, as an indication that library service for adults is available in some places (and surely an indication also, although Dr. Rebert did not seem to see the contradiction, that Indian adults are or can become interested in libraries which have materials chosen by and for them, rather than for children, and to which access is convenient and dignified on adult terms.)

Dr. Rebert referred many times to the lack of materials for both adults and children, and suggested Title IV as a possible source of funding for their production.

Regarding policy, Dr. Rebert stated that it is BIA policy, "to give people their own choice about the kind and shape and quality of education they have, help them with technical knowledge...If the Santa Clara pueblo doesn't want a public library," he said, "it is not the place of the BIA to tell them that they must have one... and to set up a large public library and force everybody to get a lending card."

As to the question of evaluation, Dr. Rebert told the Commission that, indeed, the evaluation of the school library media center is included in the evaluation of the schools. (However, subsequent discussion with staff members and examination of several pieces of evaluative material yielded little evidence of consideration by BIA leadership of the library as a major resource, or an important element in the school instructional program. Curriculum Bulletin #16, on Instructional Leadership, from the Indian Education Resources Center in Albuquerque, which contains several checklists of evaluative criteria, makes only a single reference to the use of the school media center, and none to any program, or the instructional leadership role of the media specialist in working with teachers and students. No mention of school libraries is made, either, in a draft report on "Opportunities to Improve Indian

Education in Schools Operated by the BIA" prepared in 1972.)

Dr. Rebert did not reply to the question about the proportion of the budget spent for library/media purposes, nor to the question of why there is no line item for library purposes. Nineteen of the twenty-three recommendations made in the Bromberg report have been accepted (presumably in principle) by BIA, Dr. Rebert said, but this does not mean that they have been implemented or even mandated for implementation. Appointment of a Director of Library/Media Programs is not one of the recommendations which have been adopted in principle. Dr. Rebert stated that in some 47 BIA schools with libraries (of the 200 which he said are known to exist) 80% to 90% of the recommendations have been implemented, but he did not say which ones.

Dr. Rebert blamed internal turmoil and reduction in force and reorganization for the lack of action in appointing a Director of Media Programs. Since the time of the testimony, Dr. Clennon E. Sockey has been appointed Director of Indian Education Programs for BIA, and will of course have overall responsibility for the implementation of this and all other recommendations concerning school libraries.

Asked about the treaty right aspect of libraries for Indian people, (the Federal government's legal responsibility for educational opportunity under some 300 treaties with the tribes) Dr. Rebert replied that to the best of his knowledge libraries were nowhere mentioned, although of course education was. Clearly, he did not seem to consider library services to be a part of educational rights and opportunities.

Asked what suggestions he had for the NCLIS and what it might do to assist in the situation, Dr. Rebert recommended placing priority on satellite or community TV, about which he said BIA does not have the funds to do anything at present.

Dr. Rebert was followed by Dr. Viola from the Smithsonian's American Indian Cultural Resources Program. He described the wealth of photographs, manuscripts, and artifacts relating to tribes and various tribal cultures, that are included in the Institution's collections. He testified that Indian people are hungry for just

such raw materials, but do not know how to get to them, nor how to organize them for use. He indicated that libraries and library skills could be a tremendous help in doing this. He emphasized that Indian people are most interested in their own tribal cultures, so that materials prepared just for Indians in general do not fill the bill. Funding is needed for tribal archives and resource centers, and for staff to work in them.

Dr. Viola commented on the BIA testimony to which he had listened, from his personal observation and experience. BIA's assets and resources do sound good, but the use of them, he said, is poor. He told of his secretary, who had worked for a time on a book van in the Navajo Nation, and wrote a report of the problems, with suggestions for solution, when she left; BIA ignored it. "BIA has plenty of programs, but doesn't implement them," he said.

Reactions and Clarifications

The picture which emerges is one of good intentions, limited and narrow gauge thinking, bad communications, administrative chaos, and faulty perceptions - all of which add up to poor or non-existent libraries despite dedicated efforts on the part of many people. Poorly conceived regulations and guidelines appear to be a chief factor in all agencies, with the result that there are programs and monies on paper which should be and could be providing a modestly adequate level of library and information services for Indian people of all ages (at least on a par with those available to many minimally served non-Indians) but they are not. This criticism applies not only to BIA programs but to Title IV and other USOE programs as well. It means that while there is some duplication in program intent and potential, there is none in terms of actual services provided. (44 programs in USOE alone, and more in other agencies could be used for the benefit of Indian people and many of these could be used for supportive library resources.)

Several general reasons for this situation can be identified:

1. Officials in charge of distributing Indian education funds often do not themselves relate libraries to cultural awareness, improved self-image, reading improvement, career choices, motivation to stay in school, learning development. In short, they do not equate media/libraries with education and self-realization in the long term, nor with survival information access in the short term.
2. Under the rubric of observing local autonomy (without question an important thing to do and legally mandated in Title IV programs) officials appear to have abrogated their responsibility to provide adequate regulations and guidelines for program planning by local communities and schools; they have failed to expose Indian people to the possibility and potentials of libraries for providing the very kinds of cultural, informational, and remedial opportunities they want but do not equate with libraries. People living in a limited resources environment need a fuller presentation of alternatives and options than they are getting.
3. Library, information and other directly educational benefits are being put in direct competition with survival needs which are not in themselves educational, such as clothing, food, health care and transportation. As basic enablers of education, but not education per se, these things should be provided for Indian school children from funds other than the Indian Education Act. Regulations need to be tightened and responsibilities redefined.
4. Most Indian children are going to schools that are poor to start with, and if it were not for the Indian children, many of these would have almost no money to operate. Title IV funds, therefore, are not providing extra quality to a compensatory level, but barely minimal education. Education for all children is legally a responsibility of the states, and until equalization grants are made by the states, Indian funds are being used to "shore up" some of the poorest schools - as are other Federal funds, including Title I. State agencies should

No. be required to monitor the programs (which they do not ordinarily do unless they control the money) under Title IV; many local education agencies never even see the regulations, and too often settle for the easiest use of funds, rather than the best.

5. Federal educational efforts and provisions thus far have been addressed entirely to Indian children, together with whatever library access has been provided (through BIA schools.) This short-sighted policy results in a lack of "learning upkeep" for adults, adult models in the home, and a community learning climate which could aid children's achievement - all in addition to a stultifying affect on the economic, social and personal development of adult Indian people themselves. There appears to be no provision in any piece of legislation specifically intended to match Federal funds for community libraries for Indian people living on non-tax-producing trust lands. In other words, Indian people living on reservations have no provision for alternatives to local revenues with which to match for federal funds, and therefore cannot and are not now benefiting from federal funds for public or community libraries, to any significant extent.
6. Materials: there is a dearth of accessible materials for library and information programs tailored specifically to the cultures of individual tribes, but this lack can be remedied, given the will to do so.
 - A) There is a huge reservoir of raw materials, cultural and historical, which with concerted effort and planning can be mined, modularized, organized and packaged for use;
 - B) The scope of interests and needs grows with exposure to many books and other materials, and expands^S quickly beyond those related to self and the familiar. Many more general interest materials than are perhaps imagined would be welcomed and used by both Indian adults and children;

samples
OKC
MPS.

C) It is most important that material oriented to Indian cultures and to accurate historical representation be made available to white and other children in Title IV schools. The narrow, legalistic interpretation that books and other materials can be bought with Title IV funds only if they are to be used exclusively by the Indian children whose entitlements are used to purchase them, misses this important point entirely, and seems typical of poorly thought through regulations and interpretations that are preventing an appropriate portion of Title IV funds from being used for media and information programs.

7. There seem to be too many uninformed assumptions and presumptions about what Indian people need and want by way of library and information resources. Indian people, for the most part, are people living in and between two worlds. They want, being human, the best of both. Having resisted and by-passed the "melting-pot" traumas from which other ethnic groups are now struggling to emerge, they seek constant assurance that acceptance of majority culture institutions does not mean sacrificing their cultures or their past. They are aware at the same time that, especially if they choose to live off the reservations, they must be able to cope with the majority culture on equal terms. Indian priorities, perceptions, values, traditions and experience are often quite different from those of government agencies, but it should not be assumed that Indian people do not want access to alternatives, only then to select or reject what they do not want. Since there is generally understood to be a high correlation between library experience and demand, it is not surprising that until now there has been little active demand for library services by Indian people.

Vicki Stophere

The research report which constituted the first phase of the National Indian Education Association's Library Project - under a grant from the Bureau of Libraries of USOE - which is believed to be the first and so far the only extensive assessment made of information and library needs as self-perceived by Indian people, shows

that: 1) Indian people as a whole have a high regard for, and interest in, knowledge; 2) their interests vary as widely or more widely than those of most groups of people, and run the gamut from desire for immediately useful information (legal, health, or job-related) to concern with the most cultural aspects of knowledge, especially that which accurately represents Indian culture and tradition, and relations with the white man; 3) format and language is a key factor in usability of materials, and as with most people with an oral tradition, non-print materials are most useful, especially in initiatory stages.

The NIEA project, now carrying out the final year of demonstration programs on three reservations, has shown that Indian users respond fully to convenient, appropriate materials - bi-cultural and bi-lingual in nature - and programs that they themselves plan and help to manage. The Akwesasne Library and Cultural Center on the St. Regis Mohawk Reservation recently won the New York Library Association's Asa Wynkoop Award as the best small community library in the state.

Particulars concerning the gap between promise and performance could be cited for each of the two agencies now providing educational program support - and thus potential library support - for Indian people: the BIA and the USOE.

For BIA the lack of a line item in the budget for school library media resources and programs; the absence of a qualified media director with recognized responsibility Bureau-wide; and the fact that the quality of the school media program is not central to evaluation criteria: all are damaging factors. More detrimental even perhaps than these, is the lack of communication through channels.

A good example of this problem is the question of whether or not adults are encouraged, or even permitted, to use the BIA school libraries. None of the BIA librarians knew for sure what the regulation was, although many had been told by their administrators that it was not allowed, while others had been serving the few parents who came in without asking anyone. One of them wrote a note during the meeting which the NCLIS consultant had with them which said, "one suggestion I

would make for improving library service on reservations would be to change the regulations to allow the community to use school libraries, and school librarians to serve the community outside the school."

An education specialist from the Anadarko Area Office who attended the BIA librarians meeting, Dr. Aaron Dry, was sure that not only does the Code of Federal Regulations #25 (Indians) permit use of school facilities by the community, but that a section of the BIA Manual, last revised in 1951, well-nigh mandates adult community education efforts through the schools. Upon returning home from the meeting, Dr. Dry kindly sent both of these citations. They are as follows:

"Chapter I - Bureau of Indian Affairs. #31.2 Use of Federal School Facilities: Federal Indian School facilities may be used for community activities and for adult education activities upon approval by the Superintendent or Officer in Charge."

(This last proviso is apparently the hitch in many cases.)

Chapter 6, Section 601 of the BIA Manual on Community Services, Adult Education.

"Government schools shall serve as Community Centers. Both day and boarding schools should be centers of community work connected with Indian home life. Principals and teachers in the schools are responsible for leadership in this work. The school program should be flexible in order that the teaching staff may have time for the adults of the community as well as the children, but such community work should be programmed so as to interfere as little as possible during the hours devoted to teaching the children. Transportation and necessary equipment and supplies shall be made available for this work. Approval for the use of school busses for this purpose should be secured from the Area Office. School structures should be available for use by boys' and girls' clubs, farm chapters, parent organizations and for adult education work and community recreation. Returned students should be encouraged to organize and find in the school facilities opportunities for maintaining constructive activities, which will contribute to the advance of the community. Such cooperation on the part of education employees as may advance these desirable activities should be volunteered. The improvement of health, of homes, and of economic conditions is of paramount importance, and schools should lend their efforts to activities for community improvement."

The BIA Manual is in process of being revised, but even with regulations in need of updating (for example, volunteer activities are no longer expected of most teachers these days) the intent is clear. But even beyond the communications hurdle there are problems to be solved before libraries could successfully serve the reservation

adult community: how to keep libraries open and staffed in non-school hours and at night so that they can be useful to parents who work and other adults; where to find and how to pay for appropriate materials; how to provide security - to name but a few. Several BIA school libraries are already moving toward community service: the school in Pheenix, which is next door to the Area Office is open four nights a week; the Choctaw Indian School at Philadelphia, Mississippi, manned by a new Choctaw librarian who was formerly an educational aide, is involving parents in helping to run the library, thus gaining community interest as well as better service.

But the will-to-do and communications gap is still the big one to be overcome. The comment by Dr. Clennon E. Sockey, Director of BIA Education, who was in the room while the community use of BIA school libraries was being discussed was an apt summary: "I guess no one was ever interested enough to look it up."

In this, his first meeting with BIA librarians, Dr. Sockey cited several factors which, in his experience as a school administrator (in the public schools of California, before he came to BIA) make for a successful media program: budget support, administrative support, and a qualified media specialist. ["There is a very definite need for library services for Indian people from early childhood through their entire lives," he said; "library service stands as an important base to education. There is need for improvement in BIA schools, and I intend to see to it that every person has their entitlement met."]

Dr. Sockey recognizes that school administrators can be giant stumbling blocks to a media program that works, and that too often they lack an understanding of how the program should work; they must then be retrained. Dr. Sockey seems to recognize, too, that the present system of budget control being entirely in the hands of Area Superintendents may not be entirely beneficial to library programs. "It does appear to me that we must have some assurance that sufficient funds are being expended on libraries," by area administrators. The function of the central

office in Washington has always been that of setting policy and providing technical assistance to the areas. Washington cannot dictate allocations, but he promised to "look closely at having media programs included as a line item in school budgets," and work toward getting approval from Area Directors for this as a policy change. He indicated that some work would need to be done to try to alter present philosophies.

Dr. Sockey cited the attention that Indian people are getting "on the hill" these days, and suggested that "a good approach for libraries would be to have Indian school boards and organizations informed." He mentioned specifically that awareness of the need for better libraries should be fostered in the National Tribal Chairmen's Association. He suggested to BIA librarians that they invite members of the Tribal Council, the school board and others to the library, explain how teachers and children interact with resources, and ask for time to talk about it at a Council meeting, explaining how media are used to individualize instruction, the importance of home concern and reinforcement, etc. "If a school does not have an adequate media center we must develop one. The time has long past when we can call a few books in a room a library - or a warm body plunked down there a librarian."

Many references were made at the BIA librarians meeting to the fact that librarians have been down-graded in salary, in some cases by drops of several steps by reclassification - a real blow to morale, as well as the pocketbook.

Many of the BIA librarians did not get word about this annual meeting they were to attend until virtually the day before, and many did not get permission to attend at all. Fewer than half of the existing BIA school librarians were present at the Washington meeting in early October. Those who were there voiced concern, among other things, about conforming to regional accrediting association standards, and attendance at state, regional and national professional meetings, participation

in which has usually been denied them.

It is evident that library media programs have been far down the list of priorities for BIA. It is only fair to say that the testimony of Dr. Rebert, which so confused the members of the Commission, has been a source of consternation to BIA and USDI staff, who have gone to some pains to help set the record straight. Freed of distortions, the reality of the majority of BIA school libraries seems to be much closer to the perceptions of Indian people - inadequate - than to the official figures and objectives. There are at present about 47 persons serving as librarians in BIA schools and assigned full time to the library. Individual initiative, intelligence, a good instinct for dodging red tape, and hard, dedicated work has enabled the best of these BIA librarians to do an outstanding job. An informed guess is that perhaps 20 to 30 of the BIA schools have adequate-to-good school library services - about 10% to 12% of the total of 200 schools.

But there is great promise and much potential. A new wind is blowing with the appointment of Dr. Sockey and new interest in BIA both in Congress and within the Department, which is taking a new interest in its Indian responsibility as other responsibilities become more fragmented and unmanageable (energy, environmental research, and the like.) New initiatives within BIA, especially cost-effective ones that are in line with Secretary-level management objectives would be likely to have Departmental support. One of these points directly to informed community involvement, and therefore to an innovation such as the community/school library approach: "By the end of FY 1975 at least one-fourth (50) of the Bureau schools will operate under the management system chosen by those served by the school."

"First Steps in Self-Determination" excerpts from a report given by Morris Thompson, Commissioner of Indian Affairs in October 1974, cites education as being "among the top BIA priorities" with almost one-third of the total BIA budget and one third of its employees involved in education programs. A section of the report headed "Education Programs: New Initiatives," again points directly to the need

for significant expansion of library services, and especially for introduction of services to adults on the reservation: "We are convinced of what Indian educators have learned over the years: the vital ingredient in a child's school progress is the continued interest of his parents. Without parental involvement, the most carefully conceived and executed educational program is mostly wasted effort. With this in mind, we insist that every project, particularly in the primary and intermediate grades, be structured to get parents involved and keep them involved."

As a first step toward expressing his concern for improving BIA's library programs, and his appreciation for the interest of the National Commission on Libraries and Information Science, Dr. Sockey arranged for Mrs. Moore, as Chairman of the NCLIS subcommittee on Indian Library Services, and Miss Mathews as Consultant, to speak briefly to the quarterly gathering of the Area Directors in the middle of December, in Phoenix. Although she was scheduled to be in Arizona on other business, Mrs. Moore was unable to break away - as she had hoped to do - from her commitment to the University of Arizona to meet with the BIA leadership, and Miss Mathews met with them and members of the headquarters staff and the BIA Education Resources Center at Albuquerque, on behalf of the NCLIS, on the final day of their three-day meeting, on Friday, December 13th. The meeting was chaired by Dr. William J. Benham, Administrator of the Education Resources Center; also present was Dr. Thomas R. Hopkins, Chief of the Division of Evaluation, Research and Development, based at Albuquerque. (It was from the Albuquerque Center that Dr. Rebert was sent to testify before the Commission in May 1974, and there appears to be some lingering antagonism on the part of some staff members of the Albuquerque Center, some of it openly expressed to Miss Mathews, toward the Commission, which is apparently suspected of being unfairly critical of BIA education where libraries are concerned.)

Hopefully, Miss Mathews' talk (of about 20 minutes in length) which put the NCLIS interest in Indian library services in general, and BIA in particular, in a broad context of its Federal responsibilities, neutralized some of the defensiveness

and was apparently well received, and with considerable interest, by the Area leadership. The idea of converting some of the best of the school libraries - obviously with appropriate additional staff and resources - into media centers capable of providing adult community services as well, struck a responsive chord.

It should be noted that at this moment there is a USOE/BIA joint study which has been completed and is on its way through the bureaucratic processes to the Congressional Committee that requested it - the House appropriations subcommittee on Indian Affairs under Mrs. Julia Butler Hansen. The charge was to examine overlapping and duplication of responsibility and effort between the two agencies and among the various title programs they administer on behalf of the education of Indian people. With the study in hand, Congress will have a great opportunity to look closely at program priorities and needs, to see where in fact program dollars are going, and to analyze unmet needs, such as library services, and provide for them.

In addition, the Indian Self-Determination and Education Assistance Act - S-1017 - which was passed in the final days of the 93rd Congress and signed into law by the President, has asked for another study within USDI, concerning, among other things the feasibility of Indian Community Colleges. Authorizations previously included in the bill for funds for the preparation of professionals in Indian Education, youth intern programs and adult, vocational and early childhood education programs, were deleted. (Part B of Title II of this bill, concerning the preparation of professionals specifically named librarians along with three other categories of needed professionals.)

Other Insights and Inputs (Gathered in the Process of Investigation)

Training

Some way must be found to develop paraprofessional training programs to prepare Indian people to work in their own communities - on the reservation or outside of it. Training like this "takes" best when it is on the job, and at the site where the work is to be done. The training must go to the people, not ask the people to

come to it. There needs to be consideration of a career ladder, so that people can approach college and graduate education in their own way if they get sufficiently interested. If Indian communities are to have library and information services, they will have to grow from within, from the inside out, developed by people who speak the language, belong to the traditions of that particular culture, and who are trained to organize information and materials for use, and help people to use it.

In the past, training programs undertaken by the Manpower Administration of the U. S. Department of Labor fell far short of meeting Indian needs. Training cycles were too often picked by the process of checking the "want ads" in the newspapers of six or seven cities, and setting up matching training programs. The result was an overabundance of short order cooks, welders and such. Peter MacDonald, Chairman of the Navajo Tribe, has said that there are enough welders on the reservation to put a metal band all the way round it. Worst of all, the jobs for which many are trained are jobs which are most vulnerable to lay-offs; they are jobs with little developmental, desirable "ripple" affect in the community, and jobs with little value in helping to provide adult models and career awareness for young people. Too often the manpower training cycles have become in themselves a form of employment: many young Indian enter six or seven, one after another - obviously bad psychologically and certainly not cost effective in terms of objectives.

Now, with the Indian Manpower Training Program, Title III of CETA (The Comprehensive Employment and Training Act of 1973) there is \$42,000,000 available to some 150 Prime Sponsors who are allocated the funds by formula and must conceptualize, present their own plans. About half of these Prime Sponsors are tribes (on the reservations) and the other half are off the reservations, with preference given to Indian organizations. Some \$6,000,000 is available in addition for Indian people from Title II, which provides training for public service employment programs. Research, experimental and demonstration programs may be included under the CETA

Program. Indian Manpower Training Program officials in Washington are trying, through the development of program planning guides and technical assistance, to help Prime Sponsors to tie training and jobs to community development and career awareness. CETA Programs for Indian people cover testing, basic education and skills training; library and information resources are essential to their full effectiveness, but they are lacking. Training Indian people for community services, especially to develop and run community library/information centers, would be responsive to need as well as cost effective. It would address the concern for career awareness, developing a community learning climate, and providing adult learning models as well as resources for continuing education.

Officials of the Indian Manpower Training Program would welcome initiatives from the NCLIS that would provide assistance to Prime Sponsors in mounting training programs for community information and library service aides, and in obtaining supportive library resources for other Indian Training programs. At present, such assistance is lacking in the minimal program guidelines.

Dissemination of Information

The mandate of HR 69 - the Educational Amendments Act - is clearly that all agencies must begin to collect, classify and disseminate materials and products of grant expenditures. There will be more and more performance and productivity studies, and increased demand to know how many people are served by programs, the cost of the benefits per person, and the kind of mileage produced in terms of the critical needs. USOE is now paying for many products that it never sees, and that no one ever gets any use from. Money should be built into each project funded, to insure the retrieval and dissemination of materials and information, including the objectives and evaluation. Such information must be available not only centrally, in Washington, but out in the regions, so that people can get access to it. The NIEA's Project Media, funded under a grant from the USOE is a good prototype of a program intended to get information out to the Indian community.

The basis for the urgent need for dissemination-of-information programs - and therefore library and information centers - lies not only in HR 69 but also in the Freedom of Information Act, which requires that all agencies and all federally funded programs organize their information for dissemination. It is apparent that a component solely devoted to Indian materials (and materials of concern to Indian people) and not one combined with rural materials, should be established within ERIC-CRES.

The point was made in discussion that libraries, whether for Indian people or anyone else, are highly susceptible to people who are out to re-invent the wheel - that is, have a library and call it something different: the learning resources center, information center, or whatever. Special education resources for the handicapped, and materials used in special Title programs (Title I of ESEA, for example,) should be part of the library/media/resources center to insure maximum usefulness by the greatest number of people. There should be a clearinghouse of all agencies and all funding that are setting up resource centers of any kind in any one Indian community. It was pointed out that the emphasis on Indian programs of bi-lingual education reinforces the importance of libraries, since it underlines the use of language as an essential tool in both society and school.

Materials

There was much discussion in the task force meeting of the whole question of materials. There is a pressing need to begin the massive job of sorting out the raw materials deposited in The Library of Congress, The National Archives, the Smithsonian Institution, and also in the state historical societies and archives. This could be done by bright, interested young Indian people, to get the materials ready for packaging and modularization, and dissemination back into the hands of the people whose history they are part of, and to whose cultures they belong. Raw materials relating to various tribes could be organized for use by children's book

authors, and artists, to make into materials for children. Young people, even at the undergraduate level, could work on material relating to their own tribes, and assist in developing classification systems for making it available in home communities. They could serve as bridges to the older generations, and present some of the alternatives related to cultural history. For instance, in those communities in which some of the elders want to retain only the oral language and believe that evil may befall even from recording it, articulate youth could present the alternatives cogently: is it worse to record it, or to risk losing it altogether? It would be important to communicate that the function of an information system is to communicate across cultures, not to change them.

The suggestion was made that book publishing and media producing companies might discharge their responsibility for minority hiring by picking up the tab for some of these young researchers, or demonstrate their policy of minority involvement by providing technical assistance, and perhaps even some production costs, for small editions of highly specialized, tailored materials for Indian peoples. It seems unlikely that much material with limited regional and/or cultural interest will ever be considered commercially viable, but regional and local development of materials in all formats will be of increasing importance. Members of the National Alliance of Businessmen, who are very much interested in minority training programs, might be asked to subsidize archival research, and some production of packages for dissemination.

Community/School Library and Information Resources

There was consensus in the task force group that one of the most important things to get done first, and now, is development of the community/school centers and programs on reservations. There are many elements already in place, and the timing is right. BIA, in process of phasing out boarding schools and high schools, is redefining its responsibilities and examining new directions on the reservations. There is a lot of spontaneous interest and initiative coming from Tribal Councils,

so there are models and experiences to share. At Fort Hall, Idaho on the Shoshone Reservation, there is a learning resource center for adults, and one also at Laguna, New Mexico, and at Zuni; the learning center on the Oneida Reservation at Oneida, Wisconsin, has used some Title IV, Part A funding. The three NIEA Library Project Demonstration Libraries at Rough Rock, Arizona, Standing Rock in South Dakota and Akwesasne in New York State, funded under a research and demonstration grant by the Bureau of Libraries of the U. S. Office of Education, have much varied experience to share. Tribal libraries are being begun in the San Felipe, San Juan and Santa Clara pueblos, and there is a Hopi Tribal Library.

Several of the good BIA school libraries - those for instance at Anadarko, Oklahoma, and Tuba City and Fort Defiance, Arizona - could be converted to community-wide service to provide a full range of information services, early childhood-parent programs, learning/tutorial programs, and literacy and continuing education programs. The Albuquerque Area Office of BIA, in its December, 1974 report of progress cites a parent-child development program at Accma, and also an adult education workshop held for Area tribal leaders in an effort to relate parent education needs with early childhood programs. Such efforts require the support of fully adequate library/information resources.

Funding

There was a great deal of discussion in the task force meeting about how to provide funding for all the kinds of programs that need to be carried out if Indian people are to have access to even barely minimal library and information services, not to mention the compensatory level services that much of the legislation already on the books is supposed to be providing. The most recent census track figures show that the Indian population is about .5% of the total population of the United States. This does not take into account, of course, all those of mixed blood who are counted in some other category. It might be shown that Indian people are benefiting to the extent of about .5% from education and library programs and titles that cut

across all user groups, but it should not be considered that they are receiving their "fair share" because these authorizations are intended to be compensatory, not merely supplemental. If funds were allocated in terms of need, it could be demonstrated that unemployment rates far in excess of the average for other Americans - some 40% - 50% unemployment as compared with the 6.5% national average; higher death rates; and far lower achievement rates for school children, mandate correspondingly higher percentages of compensatory aid to Indian people on all fronts - and library and information services not the least of these. The percentage of ESEA and LSCA library funds likely to be allocated to Indian people for services through the states will not be increased short of administrative fiat and revision of the regulations. States are often unwilling, or even (as in the case of North Dakota) prohibited by law from distributing federal funds to Indians living on reservations because they produce no tax revenues to match for them. This holds doubled true in the distribution of state grants for public or community library services. What is needed are not supplementary dollars, but dollars sufficient to supply total service on reservations, and a larger share of compensatory funds to provide special services to Indian people submerged in urban or rural slums, in off-reservation communities.

It seems obvious that there is less and less chance, as all federal projects and groups compete more fiercely for available funds, that significant amounts of money can be obtained for Indian library services either through library titles or such titles as Adult Basic Education, Aging, Early Childhood and the like. Competition based on numbers dooms the chances of a small group such as Indians. It seems then, that emphasis might more productively be put on Indian Education titles, or acts with special set asides for library, information, training and such purposes. Title I of ESEA provides an instructive example: when it goes into the states and to the local education agencies it is almost invariably considered to be for the benefit of Black children, even in states like Minnesota, where there are

almost equal numbers of Black and Indian children. A library bill concerned with provision of resources in the Higher Education area (HEA, Title II, Part A) was able to provide books and other materials for the libraries of only two out of the seven Indian Community Colleges, all of which are in desperate need, and for whom federal funds constitute almost the sole source of public funding. Until basic operating funds are provided for community college, as for all the other libraries which should be serving Indian people, supplemental grants here and there can have little overall affect.

The climate is good, (and will probably be even better in the 94th Congress) for an Omnibus Indian Education bill with provisions specifically for all aspects of library services. Given sufficient provisions, Indian eligibility could then be written out of certain other bills. It was agreed by members of the task force (several members of which were of course government employees, and more than half of whom, incidentally, were Indian) that government people are at present "flying by the seat of their pants" living from crisis to crisis while Indian matters are in flux; they are eager to receive positive, constructive suggestions and support in thinking out and carrying through new responsibilities and solutions.

Conclusions and Recommendations

It was the consensus of the task force and others consulted that the most useful actions that can be taken right now fall into two general categories:

1) To press for better and more cost-effective use of existing funds through revised regulations and guidelines, and in-house re-direction of programs and administrative ear-marking. This can be done in BIA, the U. S. Office of Education, and the Department of Labor, and results in terms of improvement of library and information programs for Indian people could begin to show up during 1975;

X 2) To examine the several studies of Indian needs and programs, work with the Congressional committees charged with responsibility for Indian education and provide them with background information and testimony when needed, and insure that facts

about the library and information needs of Indian people surface in each of the statewide conferences leading up to the White House Conference.

Further down the road, work should be done to insure that Indian library program components dovetail with state administered programs, and with overall library legislation in whatever form it may take for public, school, college and institutional libraries. This will include pressing upon the states their need to change restrictive laws, monitor programs, provide consultant services and special programs for that one-half of the Indian population that lives in cities and in non-reservation rural areas.

Revision and Re-direction - BIA

We believe that BIA provides the best immediate base for developing community library programs and serving adults and the whole community on the reservation. BIA gets its budget through Congress rather easily, and its programs are stable. Working with the staff at the USDI Secretary level (Mary Huffer is already fully involved,) and with Dr. Sockey, the following can be achieved:

1. On a pilot basis, convert at least one BIA school media center in each Area to community-school status, with additional staff, materials and program capability. Provide for community control and input into the library resource.
2. Declare school media programs of high quality to be an administrative priority and persuade each Superintendent to do the same in his own jurisdiction.
3. Establish and fill the position of Director of Media Services in the central office in Washington, and field Area Media Specialists (each one to cover two Areas) to aid in development of community information resource centers.
4. Establish a line item in the budget for school media programs, and an item also for the pilot community-school operations.
5. Develop a new manual especially for development of community-school media and information programs, and be sure that all regulations in the new edition of the BIA manual are consonant with the new thrust.
6. Plan and carry out an on-going program of staff development in relation to the new community responsibilities for BIA librarians, principals, and teachers. These workshops would also emphasize the school media program aspect of the work in relation to individualized instruction, etc.

Office of Indian Education (Title IV)

1. Be alert for opportunities to revise regulations for Title IV, so as to re-define educational purposes for which the funds may be used, and so that other federal funds or money from state sources will be used for such supportive services as clothing, nutrition and transportation of Indian children in Title IV schools.
2. Press for an administrative decision within the Office of Education that would earmark 5% of funds under Title IV to be used for reading materials, home use of cultural materials, and parent involvement in the school library-media program. Guidelines should be re-written to stress the relationship of libraries to self-image, cultural awareness, career awareness, with heavy emphasis on Indian materials to which white as well as Indian children should be exposed in order to effect desirable changes in attitude to the benefit of Indian children.
3. Parts A, B, and C of Title IV should have rewritten guidelines that present a fuller range of implementation possibilities and program priorities that include library and information resources. Encouragement might be given, for example, to use some Part B money for a Regional Indian Resource Center for the production of regional, local and tribal material and the training of teachers in its use.

Office of Education - Special Projects

5% of funds to be allocated to special project areas: women's equity; metric education; education of the gifted; education in the arts; nutritional education; drug education, should be requested for set aside to develop and disseminate materials in these areas produced by local education agencies.

Office of Education - Bureau of Libraries

1. Until such time as funding can be produced from new legislation, states should be asked to allocate a fair proportion of ISCA funds to provide for programs for urban and other off-reservation adults in all of those communities in their states which have ten or more Indian school children (and thus qualify for Title IV school funds.) Grants should be made to public libraries in consortia with Indian tribal organizations or non-profit Indian-controlled corporations, to insure full community involvement in planning.
2. Funds for all seven Indian community colleges, to develop their library resources, should be earmarked from Higher Education Act Title II A, for the duration of the act.
3. Request should be made to dedicate a portion of research and dissemination funds from HEA II B to development of community-school media and information centers, in collaboration with BIA.
4. The U. S. Commissioner of Education should be asked to consider detailing a staff member of the Bureau of Libraries to work with Indian Education programs on at least a part-time basis during the remainder of FY 1975 and 1976.

*relates
to in-
digenous
provisions*

National Endowment for the Humanities

Archival fellowships for 20 undergraduate Indian young people from a variety of tribes should be requested, and arrangements made for them to work in state and national archives developing and classifying material relating to their own cultures and developing prototype materials for use in their home communities. This might tie in very well with the Bi-Centennial plans.

Department of Labor - Indian Manpower Training, Title III of CETA

Technical assistance should be provided for including library materials in training plans, and training young Indian people as Community Information Aides. Negotiations should be opened with the 150 prime sponsors (tribes and other agencies) and assistance provided in program planning and guidelines. The USOE Bureau of Libraries should be encouraged to work with the staff.

Relationships with Other Organizations

On-going dialogs concerning shared responsibility for the provision of library media and information programs, dissemination components, etc. should be opened with such organizations as:

The Office for Native American Programs (Office of Human Development - DHEW)
 The Coalition of Indian Controlled School Boards
 The American Indian Higher Education Consortium
 The National Tribal Chairmen's Association
 The Title IV Advisory Board
 The National Indian Education Association (and other Indian educational groups)
 The North American Indian Women's Association
 The National Congress of American Indians

NACIE

Implementary Action To Be TakenA. NCLIS (Internal)

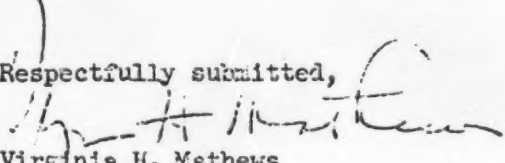
1. Draft letters to accompany final report to selected officials in the agencies most closely concerned, including those from whom testimony was originally solicited, and several others with whom working relationships should be established (Bureau of Libraries, USOE and the Indian Manpower Office of the Department of Labor, for example) inviting comment and proposing some next steps.
Letters and reports should go out in January, if possible.
2. Develop a list of places which are known to have good programs, as well as a few locations where services are acknowledged to be inadequate, including BIA schools, community libraries sponsored by tribes on the reservations, and off-reservation service delivery (by public libraries, community colleges, or public school with high concentration of children and Title IV or Johnson O'Malley funded programs) for site visits by Commissioners. It is important that this list be developed in consultation with appropriate officials so that visits are not seen as adversary procedures (this applies to BIA especially, but also Title IV Projects, State Departments, etc.) List for site visits should be prepared by February, and visits made in March or April.

3. Write a "popular version" of the report (with findings summarized and the criticism muted) and strong, positive action program outlined, for wider dissemination to State Library Agencies, Tribal Councils and other agencies and organizations. This version could include some site visit data, highlights, perhaps even some pictures. This should be ready for distribution in May.
 4. Study, analyze and interpret (with implications for libraries and for NCLIS) the joint BIA-USOE report (will be cleared and available shortly) on overlapping programs, objectives, etc. Also, monitor legislative or internal policy and regulation revision arising from this report - including possible start on the development of a comprehensive Indian Omnibus Education bill which might include a library and information title. Continuing watchfulness between now and June.
 5. Make contact and open discussions with Indian organizations such as the National Tribal Chairmen's Association, through which necessary grass-roots client feedback must come to BIA, the Title IV Advisory Committee and the Indian Manpower Training staff. The popular version of the report and recommendations could be the opener. (Note: at about the same time, the National Indian Education Association's sound film-strip on libraries in the community should be ready for distribution to this same audience, by way of reinforcing interest.)
- B. Action Relating to the Bureau of Indian Affairs, U. S. Department of the Interior
1. VHM's remarks to the meeting of BIA Area Directors (who function somewhat like Chief State School Officers) outlining NCLIS interest and some preliminary areas for action, have been requested for publication in the report of the meeting, for distribution to the Superintendents and other staff. Comments about the work with adults and the home and possible community-school development, and the need for a line item in the budget for library purposes should be expanded and prepared for publication. Early January.
 2. As a follow-up to sending the report and recommendations to Dr. Sockey, several one-to-one or one-to-two meetings to discuss strategy with members of Dr. Sockey's staff (and perhaps, through Mary Huffer, at the Secretary's level as well) in Washington would be in order. Visits should be made, and serious, in-depth talks held with leadership at the Albuquerque Education Center and the Training and Materials Center at Brigham City, Utah - to discuss staff development, schools that might be used as pilots, etc. February - April.
 3. It has been emphasized several times and by all agencies that it is vital to get the Tribal Chiefs and education leaders to express concern that more priority be given to libraries, and more money be spent on them with better effect. This feedback should be stimulated without delay.
 4. Meetings should be held with legislative and budget staff for BIA at the USDI level. Starting with the next fiscal year, BIA will have only oversight, and no further legislative responsibility for educational matters.
- C. Action Relating to the U. S. Office of Education
1. Relationships between NCLIS and the Office of Indian Education must be kept alive and lines of communication open amid staff changes and policy shifts. At latest reading, Bill Demmeret (who testified before the NCLIS in May) is the new head of the Title IV office at the Associate Deputy Commissioner level. Discussion of this report with him early in January is of utmost importance.

2. Help initiate and follow-up talks between departments and bureaus, especially BUreau of Libraries and Title IV. If possible, arrange to have Henry Drennan detailed for part time assignment to Title IV (he has initiated and monitored all action within the Bureau on Indian library projects thus far.) If he could be designated to spend part of his time to work with Title IV, he could help in shaping guidelines. (This would have to be arranged through the Commissioner's Office.)
- X 3. Discussions should be held with selected state librarians about the report, re the possibility of monitoring Title IV programs, the amount of public library money being spent in Indian communities, etc. Midwinter ALA would be a good place to start, if this report can be cleared for action by then. (Report must go first to Dr. Sockey, Mr. Demmeret, etc. so talk with state librarians would have to be very preliminary and probably without their having seen the report.)
- D. Action Relating to Indian Manpower Training Division, U. S. Department of Labor
 1. As a result of talks with the Indian Manpower staff, we have been invited to send the report and follow up suggestions for possible guidelines that would encourage Prime Sponsors to include library resources in training plans and also training cycles for Indian people as Community INformation Aides.
 2. Open negotiations with selected Prime Sponsors who receive the training funds and must develop the plans.

January 8th, 1975
(second revision)

Respectfully submitted,


Virginia H. Mathews
Consultant to the NCLIS
Indian Libraries Project

Appendix 14

List of Proposals Prepared by and/or Funded to NIEA
Library Project and Sites.

Proposals Prepared by and/or Funded to
NIEA Library Project and Sites

<u>Funding Agency/Purpose</u>	<u>Approved</u>	<u>Amount</u>
Central Office		
HEA-II-B (Phase I)	Yes	\$197,601.00
HEA-II-B (Phase II)	Yes	220,380.00
HEA-II-B (Phase III)	Yes	181,741.00
HEA-II-B (Phase IV)	Yes	257,644.00
Title IV (Project Media)	Yes	105,000.00
HEA-II-B (Project ILSTAC)	Yes	60,422.00
3M Foundation (Printing)	Yes	2,800.00
Akwesasne		
LSCA (Materials)	Yes	5,000.00
LSCA (Materials and Programs)	Yes	27,500.00
LSCA (Materials and Programs)	Yes	31,000.00
Alcoa Foundation (Materials)	Yes	5,000.00
National Endowment of the Arts (Programs)	Yes	7,500.00
Canadian Band Council (In Kind Support)	Yes	25,000.00
New York State (Operational Support)	Yes	10,000.00
HEA-II-B (Programs)	No	65,000.00
Standing Rock		
Title IV (Operations)	No	30,000.00
Post Secondary Innovation (Programming)	No	150,000.00
JOM (Materials)	Yes	3,000.00
Title II (Materials)	Yes	10,000.00
Title II (Materials)	Yes	10,000.00
LSCA (Sioux Cultural Information Center)	No	15,000.00
HEA-II-A (Ruled Ineligible)	No	5,000.00
HEA-II-B (Turned down by cooperating college after OE approval)	No	75,000.00
Department of Labor (Personnel)	Yes	18,000.00
HEA-II-B (Training)	No	85,000.00
HEA-II-B (Operations)	No	55,000.00
Emergency Employment Act (Personnel and Training)	Yes	7,000.00
Revenue Sharing (Operations)	Yes	25,000.00

Proposals Prepared by and/or Funded to

NIEA Library Project and Sites

(continued)

<u>Funding Agency/Purpose</u>	<u>Approved</u>	<u>Amount</u>
Rough Rock		
Title IV (Materials and Programs)	No	\$50,000.00
LSCA (Materials)	Yes	1,000.00
LSCA (Materials)	Yes	1,000.00
ESEA II (Materials)	Yes	750.00
ESEA II (Materials)	Yes	750.00
Bureau of Indian Affairs (Personnel)	Yes	12,000.00
HEA-II-B (Materials and Programs)	No	50,000.00
Title IV (Materials and Programs)	No	40,000.00
Wisconsin		
HEA-II-B (Training)	No	55,000.00
Manpower Training (Training)	Yes	54,000.00